DOCUMENT RESUME

ED 121 047 95 EC 082 770

AUTHOR Evans, Joyce S.
TITLE A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children. Final Report. Appendix. Volume 2 of 2 Volumes.
INSTITUTION Southwest Educational Development Lab., Austin, Tex.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO H33-3640
PUB DATE Nov 74
GRANT OEG-0-74-0550
NOTE 220p.; For information on the Research Project, see EC 082 769

EDRS PRICE MF-$0.83 HC-$11.37 Plus Postage
DESCRIPTORS *Bilingualism; Disadvantaged Youth; Exceptional Child Research; Instructional Materials; *Learning Disabilities; *Mexican Americans; Parent Role; Preschool Education; *Program Descriptions; Resource Guides; *Screening Tests; Teaching Guides
IDENTIFIERS *Ability Development Project; Informal Assessment

ABSTRACT

Provided are 13 appendixes to a report on the Ability Development Project to identify 4-year-old learning disabled Mexican American children and develop appropriate curricular materials for them. Included are a list of references; a list of external consultants; background and rationale of the Bilingual Early Childhood and Bilingual Kindergarten Programs (which contains information in such areas as program strategies, program evaluation, and program staff); developmental procedures for the Southwest Educational Development Laboratory; an abstract, evaluation reports, and recording forms on the Spanish/English Language Preference Screening; a list of materials and instructions for the Criterion Referenced Test on Units 1-15 of the Bilingual Early Childhood Program, Level II; an abstract, consultant review, teacher review, and evaluation report on the Observational Checklist for Referral; a survey of tests administered to preschool children in Texas; learning profiles and recording forms; an abstract and consultant review questions on the manual for working with parents of handicapped children; an abstract and materials workshop summary on an instructional materials manual; information on the parent interview (such as general instructions, interview questions, and the interview form); and parent activities information which includes a parent workshop survey, a summary of parent workshop activities, and a report and a newspaper article on the planning and building of an adventure playground. (SB)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED121047

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FINAL REPORT - APPENDIX
VOLUME 2 OF 2 VOLUMES

Project No. H33-3640
Grant No. OEG-0-74-0550

A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children

Joyce S. Evans, Ph.D.

Southwest Educational Development Laboratory

Austin, Texas 78701

November 29, 1974

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Education for the Handicapped

EC082770

TABLE OF CONTENTS

Volume II - Appendices

		Page
A.	References	1
B.	List of External Consultants	3
C.	Background and Rationale of the Bilingual Early Childhood and Bilingual Kindergarten Programs	5
D.	Developmental Process for SEDL	20
E.	Spanish/English Language Preference Screening (S/ELPS)	24
	1. Abstract	25
	2. Evaluation Report	27
	3. Formative Evaluation	51
	4. Evaluation Report - Validation	53
	5. S/ELPS Recording Forms	64
F.	Criterion Referenced Test (CRT), Units 1-15 (BECP, Level II)	66
G.	Observational Checklists for Referral (OCR)	82
	1. Abstract	83
	2. Consultant Review	92
	3. Teacher Review	98
	4. Evaluation Report	100
H.	Survey of Tests Administered to Preschool Children in Texas	122
I.	Learning Profiles and Recording Forms	140
J.	Working with Parents of Handicapped Children	145
	1. Abstract	146
	2. Consultant Review Questions	147
K.	How to Fill Your Toyshelves without Emptying Your Pocketbook - 70 Inexpensive Things to Do or Make	149
	1. Abstract	150
	2. Materials Workshop Summary	154

Page

L. Parent Interview 156

1. Evaluation Report 157

2. Consultant Review 184

3. Parent Interview and Manual 190

M. Parent Activities 208

1. Parent Workshop Survey 209

2. Summary of Parent Workshop Activities 211

3. Report on Adventure Playground 213

4. Newspaper Article 216

APPENDIX A

REFERENCES

REFERENCES

Bangs, Tina E. Language & Learning Disorders of the Pre-Academic Child. New York: Meredith Corporation, 1968.

Blatt, Burton. "Handicapped Children in Modal Programs," Exceptional Children in the Regular Classroom. Special Education Training, Branch of Educational Personnel Development, U.S. Office of Education, July, 1970.

Calzoncit, N. Texans for the educational advancement of Mexican Americans: Special Education Committee Report. Mimeographed. March 27, 1971.

Dunn, L.M. "Special Education for the Mildly Retarded--Is Much of It Justifiable?", Exceptional Children, No. 35 (1968), 5-22.

Evans, Joyce Stewart and Bangs, Tina E. "Effects of Preschool Language Training on Later Academic Achievement of Children with Language and Learning Disabilities," Journal of Learning Disabilities. 1972. 5, 5-12.

Johnson, J.L. "Special Education for the Inner City: A Challenge for the Future or Another Means for Cooling the Mark Out?", The Journal of Special Education. 1969. 3, 241-51.

Karnes, M.B. Research and Development Program on Preschool Disadvantaged Children. (Final Report, Project No. 5-1181, Office of Education, Bureau of Research, U.S. Department of Health, Education, and Welfare, 1969.)

Matluck, Joseph h. and Mace, Betty J. "Language Characteristics of Mexican American Children: Implications for Assessment," Journal of School Psychology, Vol. 11, No. 4 (1973), 365-386.

Meisgier, C. The Doubly Disadvantaged, Austin, Texas: The University of Texas, 1966.

Mercer, J.R. Labeling the Mentally Retarded. Berkeley: University of California Press, 1973.

Weikart, D.P. "Preschool Programs: Preliminary Findings," Journal of Special Education, No. 1 (1967), 1963-81.

APPENDIX B

LIST OF EXTERNAL CONSULTANTS

LIST OF EXTERNAL CONSULTANTS

Max Castillo — University of Houston
7550 Drouet #85
Houston, Texas

Joel Gomez — University of Texas
Rt. 1, Box 1371
Del Valle, Texas 78617

Ernest Gotts, Ph.D. — University of Texas
Dept. of Special Education
University of Texas
Austin, Texas 78712

Peter Jennings, Ph.D. — University of Texas
2611 Wichita
Austin, Texas 78712

Robert L. Marion, Ph.D. — University of Texas
Main Building 102
University of Texas at Austin
Austin, Texas 78712

Jane Mercer, Ph.D. — University of California
Program Research for
Multi Ethnic Education
University of California
Riverside, California 92592

Will Beth Stephens, Ph.D. — Temple University
358 Winding Way
Merion, Pa. 19066

Carol Jones Whitcraft, Ph.D. — Texas Rehabilitation Commission
305 East 32nd
Austin, Texas 78705

APPENDIX C

BACKGROUND AND RATIONALE OF THE
BILINGUAL EARLY CHILDHOOD AND BILINGUAL KINDERGARTEN PROGRAMS

BACKGROUND AND RATIONALE OF THE BILINGUAL EARLY CHILDHOOD AND BILINGUAL KINDERGARTEN PROGRAMS

The Bilingual Early Childhood Program and the Bilingual Kindergarten Program were developed for non-handicapped Spanish-speaking Mexican American children. The Bilingual Kindergarten Program was published in final form in 1973 and the Bilingual Early Childhood Program, Level II, in 1974.

Program Background and Rationale

Studies have revealed that the early childhood years are critical for developing and improving a child's intellectual potential (Bloom, 1964); that both achievement and IQ scores of poor children decrease in relation to national norms as they proceed through the grades (Deutsch, 1967); and that environment, and particularly a child's early experiential development, plays a key role in developing intelligence (J. McV. Hunt, 1961).

Bruner (1966, 1971), drawing heavily on Vygotsky's (1962) earlier studies of the relation between language and thinking as they develop in young children, suggested that only certain children in certain cultures learn to use language for analysis and problem solving, although all children learn to communicate with language. The implication is that many children need access to a planned environment to develop thought processes and language for thinking if it is to occur to any reasonable degree. In addition to intellectual and cognitive development, factors of major concern include the health, nutrition, and physical development of children, and the importance of social and emotional development has also been emphasized (Clark, 1965).

The Laboratory drew from a wide background of such educational and psychological research to select strategies for its Bilingual Kindergarten and Bilingual Early Childhood Programs to meet the identified problems. The basic goal selected was to develop intelligent behavior by creating educational programs that build on the child's strengths rather than trying to suppress and replace them. This goal has remained constant. The ultimate goal is a child who has developed his full intellectual and personal potential, one who can function comfortably and competently within both languages and cultures.

In the initial process of development, the basic strengths of the target population were identified and acknowledged. These strengths -- sensory-perceptual skills, language, experience, interpersonal skills, intra-personal skills, and a rich cultural tradition -- were used as the base on which to build the Bilingual Programs for preschool children. Also considered were the facts that all young children grow and develop when they interact with other people in satisfying ways, and that the most productive growth occurs when these actions are mutually gratifying.

The Bilingual Early Childhood Program is a three-year sequential instructional program (Levels I, II, and III) designed for Spanish-speaking children from economically disadvantaged families. Children may enter the program at age three and move successively through Levels I, II, and III; or they may enter at age four and complete a two-year sequence -- Levels II and III. The Bilingual Kindergarten program was developed to meet the needs of entering five-year-old children. Terminal goals were identified on the basis of the skills which the child needs in order to succeed in first grade. These skills were identified through extensive interviews with first grade teachers, and through analyzing the prerequisite skills required for

first grade activities.

These programs are developmental, concerned with the general cognitive, psychomotor, and affective stages common to all children. Because it is sequential, it enables each child to achieve successive levels of competence, moving and growing as he is ready to do so. To promote successful learning, planned and sequenced activities are incorporated into the curriculum. If the activities are matched to the information the child has already stored and the skills he has already developed, his first experience with formal learning will be successful and enjoyable. As the child develops, he can explore further, gain competence, increase his interpersonal and intrapersonal skills, and ultimately incorporate these many aspects of growth and learning into a system of intelligent behavior.

Program Goals

Specific goals for each level of the programs have been posited for activities in both Spanish and English, and are presented at the end of this Appendix.

Program Strategies

The Bilingual Early Childhood Program was first implemented in 1968-69 at the Good Samaritan Center in San Antonio with urban Mexican American children, and at the Texas Migrant Educational Development Center in McAllen with migrant children. The Bilingual Kindergarten Program was first implemented in 1970-71 at the Edgewood Independent School District with urban Mexican American children and in McAllen with migrant children.

The program consists of a sequential three-year instructional program (Levels I, II, and III) with these major elements of training: visual, auditory, motor, syntax of English, vocabulary, and ideas and concepts. Exploring number concepts is included only in Level III and Kindergarten. Bilingual Kindergarten includes the same elements as Level III. Lessons

begin with the lowest order of skill competencies and proceed systematically to higher level tasks. Skills that enable a child to learn from his environment and to function well in the classroom are taught as prerequisites to higher order skills included in the curriculum. Content is organized into units which are composed of lessons in each of the six major training areas. The lesson content generally is related to the unit topic, so the conceptual content can be explored through the various senses.

For the first part of the program the language of instruction is Spanish. After concepts taught in Spanish are mastered, they are systematically introduced in English. The teacher and aide serve as language models, helping the child hear and use natural speech in both languages and at several levels.

The class is divided into three or four groups which cycle through alternative periods of direct instruction and self-selected activities. Small group interaction and independent activity are scheduled by the classroom teacher according to the needs of the group.

Curriculum and staff development materials were designed concurrently to enhance their effectiveness. A parent involvement element also is incorporated into the program to provide a link between the school and the home, and to open communications in three directions -- between parent and child, parent and school staff, and school staff and child. This interrelationship expands formal learning beyond the boundaries of the school itself and capitalizes on the fact that learning can take place in many different settings.

Formative evaluation was used to assess the day-to-day effects of each activity. Measures were taken of children's interest, of teacher preparation time and ease of using the materials, and of behavioral and attitudinal changes. Summative evaluation, used to assess the long range and more general effects of the program, included standardized intelligence and achievement

tests, often given on a pre- and posttest basis (at the start and finish of the program) to measure change and improvement. Together, these evaluation methods have given a full picture of what has proven in its test stages to be bilingual programs for young children which are effectively and successfully meeting stated goals.

Program Evaluation

Throughout program development two types of evaluation were used, formative and summative (Scriven, 1967). Formative evaluation was based on data gathered continuously throughout the year. The results served as decision-making factors about all aspects of the program and provided the basis for necessary revisions. While formative implies program revision and the evaluation of change as it is introduced into the ongoing developmental process, summative evaluation is the assessment of the overall program. It is based on what has been accomplished over a specified term, and can be used as a summary of program effects. By using both evaluation procedures, the Laboratory continually can be aware of the effects of its programs and take any measures necessary to improve them. This gives the organization an expertise that is unique in educational program development.

Briefly, formative evaluation entails the following criteria (although each product may have other unique criteria requirements):

Product Design (emphasis on each lesson)	1. Appropriateness of objectives in terms of level, scope and sequence
	2. Effectiveness of learning activity
	3. Interest of children in learning activity
	4. Appropriateness of format for instructional guide
	5. Reasonableness of costs
Pilot Test (emphasis on each unit)	1. Appropriateness of objectives in terms of level, scope, and sequence

	2. Effectiveness of learning activities by units of lessons
	3. Interest of children in learning activity
	4. Time needed for instruction
	5. Time needed for planning
	6. Logistic difficulties
	7. Reasonableness of costs
Field Test (emphasis on sequenced set of units)	1. Effectiveness of instruction
	2. Satisfaction of teachers and administrators
	3. Cost effectiveness
Service Test	1. Satisfaction (ease of installation)
	2. Costs

This sytem of formative evaluation was integrated operationally with a system of summative evaluation for which the Evaluation and Computer Services Division of the Laboratory had responsibility. Generally, a criterion of consistency at 80 percent is sought -- 80 percent of children learn specified levels within a specified time criterion, 80 percent of children show interest in learning process (defined observably), 80 percent of teachers are satisfied, etc. Cost criteria are related to the nature and scope (daily) of the product with a view toward balancing better quality instruction (more costly) with expenses limited to a reasonable increment above traditional costs.

Program Staff

Since its inception in 1967, the Early Childhood Program has developed a staff that consists of persons skilled in their areas of specialty as well as knowledgeable about the Early Childhood Program, its goals, and the goals and methods of the Laboratory. This staff, along with the Laboratory's support services, has developed the expertise to conceptualize, develop, implement, and ultimately produce educational programs for young children.

The Early Childhood staff includes specialists in the areas of early childhood development, special education, speech pathology, linguistics, and media design, as well as experts in curriculum design and development.

Program Relationship to Other Laboratory Endeavors

The Early Childhood Program is one of three major learning systems of the Southwest Educational Development Laboratory, an organization devoted to increasing the educational opportunities of children by developing, adapting, and diffusing innovative educational processes and products. Along with the Laboratory's two other programs -- English Early Elementary and Bilingual Early Elementary -- it strives to meet the current educational needs of children in selected target populations as well as to develop multicultural understanding in all children.

Each of the Laboratory's programs develops components to meet the unique goals of the program in fulfilling long range goals for the target population. Instructional materials, staff development materials, and parent involvement materials are initiated and designed within each system.

However, each program cooperates with the other systems in following the organization's basic goals, and each shares with the others in the use of Laboratory resources and the implementation of basic evaluation procedures.

Program Accomplishments

Since its inception in 1968, the Bilingual Early Childhood Programs have progressed through the Laboratory's design, pilot, and field test stages of development, and were completed for marketing and diffusion in 1973-74. Based on an evaluation of data received from the many sites in which it has been tested, the program has accomplished these basic purposes:

- to develop a sequential bilingual instructional program for Spanish-speaking three-, four-, and five-year-old children
- to develop staff training to insure the effective implementation of the instructional materials

- to involve the parents in their children's learning by building on parental strengths and providing materials for the reinforcement of program objectives in the home

The initial test site of the Early Childhood Program was the Good Samaritan Center in San Antonio, Texas, where the conceptual design took place in 1968-69. The original design test site of the Bilingual Kindergarten Program was in the Edgewood School District of San Antonio, in 1970-71. Each year, the Laboratory has added sites to test and evaluate these programs. Final revisions of all programs were completed in 1973 for commercial publication and distribution. At this time, only the Level II and Kindergarten programs have been printed for commercial distribution.

NUMBER OF CLASSES DURING THE SCHOOL YEAR

Level	1969-70	1970-71	1971-72	1972-73	*1973-74	Total
I	14	21	42	72	56	149
II	12	24	105	275	184	600
III	12	5	15	34		66
K		10	20	82	171	283
Total	38	60	182	463	473	1098

*Publisher's figures. This same visibility will be sought for the proposed project on four levels: school, local(or regional), state and national.

REFERENCES

Andersson, T. and M. Boyer. Bilingual Schooling in the United States: Volumes One and Two. Austin, Texas: Southwest Educational Development Laboratory. 1970

Bennett, A. A Comparative Study of Subnormal Children in the Elementary Grades. New York: Teachers College, Columbia University, Bureau of Publications. 1932. Cited in: Sparks, H.L. and Blackman, L.S. "What Is Special about Special Education Revisited: The Mentally Retarded." Exceptional Children. 1965. 31, 242-247.

Bloom, B.S. Stability and Change in Human Characteristics. New York: John Wiley & Sons, Inc., 1964.

Bruner, Jerome. "Poverty and Childhood." In Bruner, The Relevance of Education. New York: Norton, 1971.

Bruner, Jerome, et al. Studies in Cognitive Growth. New York: Wiley & Sons, 1966.

Cazden, Courtney, "On Individual Differences in Competence and Performance." The Journal of Special Education, 1(2), 135-150.

Chalfant, J.G., and M.A. Scheffelin. Central Processing Dysfunctions in Children: A Review of Research. NINDS Monograph No. 9. Bethesda, Maryland: U.S. Department of Health, Education, and Welfare, 1969.

Clark, Kenneth B. Dark Ghetto. New York: Harper & Row, 1965.

Conde, C., Ed. The Spanish Speaking People of the United States: A New Era. Cabinet Committee on Opportunities for Spanish Speaking People. Washington, D.C. 1970.

DeAvila, E.A. Some cautionary notes on attempting to adapt IQ tests for use with minority children and a neo-Piagetian approach to intellectual assessment: Partial report of preliminary findings. Paper presented at the BABEL Conference on testing, San Francisco, 1972.

Deutsch, Martin, Disadvantaged Children: Studies of the Social Environment and the Learning Process. New York: Basic Books, Inc., 1968.

Diebold, R.A. "The Consequences of Early Bilingualism in Cognitive Development and Personality Formation." Paper prepared for symposium on "The Study of Personality." Houston: Rice University, 1966. ED 020 491

Directory of Public Elementary and Secondary Schools in Select Districts. Enrolled Staff by Racial/Ethnic Groups, Fall, 1970. HEW, Office of Civil Rights, (OCR-725), 1971.

Drew, C.J., "Criterion-referenced and Norm-referenced Assessment of Minority Group Children," Journal of School Psychology, 1973, II, 323-329.

Dunn, L.M. "Special Education for the Mildly Retarded--Is Much of It Justifiable?", Exceptional Children, No. 35 (1968), 5-22.

Evans, Joyce Stewart. "Classroom Planning for Young Special Children," Teaching Exceptional Children, Vol. 4, No. 2 (Winter 1972), 56-61.

Evans, Joyce Stewart and Tina Bangs. "Effects of Preschool Language Training on Later Academic Achievement of Children with Language and Learning Disabilities," Journal of Learning Disabilities. 1972. 5, 5-12.

Ferguson, C.A. Studies of Child Language Development. New York: Holt, Rinehart and Wilson, Inc. 1971.

Gaarder, A. Bruce. "Organization of the Bilingual School," Journal of Social Issues, 23, April, 1967, pp. 110-20.

Garcia, J. "I.Q.: The Conspiracy," Psychology Today. September, 1972, 4off.

Gonzalez, Gustavo, "The Acquisition of Spanish Grammar by Native Spanish-Speakers." U.T. Dissertation.

Hunt, J. McV. Intelligence and Experience. New York: Ronald Press, 1961.

Iano, R.P., D. Ayers, H.B. Heller, J.E. McGettigan and V.S. Walker. "Sociometric Status of Retarded Children in an Integrative Program," Exceptional Children. 1974. 40,267-271.

Jansen, Mogens, et al. "Is Special Education Necessary? Can This Program Possibly Be Reduced?", Journal of Learning Disabilities. 1970. 3,434-439.

Jaramillo, M.L. "Cultural Differences Revealed Through Language," The National Center for Research and Information on Equal Educational Opportunity. New York: Teachers College, Columbia University. May, 1972.

Johnson, J.L. "Special Education for the Inner City: A Challenge for the Future or Another Means for Cooling the Mark Out?", The Journal of Special Education. 1969. 3,241-51.

Jones, R.L. "Accountability in Special Education," Exceptional Children. 1973. 39,631-642.

Karnes, M.B. Research and Development Program on Preschool Disadvantaged Children. (Final Report, Project No. 5-1181, Office of Education, Bureau of Research, U.S. Department of Health, Education, and Welfare, 1969.)

Kennedy, P. and R.H. Bruiniks. "Social Status of Hearing Impaired Children in Regular Classrooms," Exceptional Children. 1974. 40,336-342.

Kirk, S.A. "Research in Education," In H.A. Stevens and R. Heber (Eds.) Mental Retardation. Chicago, Illinois: University of Chicago Press. 1964.

Kirk, S.A., and W.D. Kirk. Psycholinguistic Learning Disabilities: Diagnosis and Remediation. Chicago: University of Illinois Press, 1973.

Labov, William and Paul Cohen. Some Suggestions for Teaching Standard English to Speakers of Non-Standard Dialects. New York: Columbia University, 1967.

Lohnes, P.R. Planning for Evaluation of the LRDC Instructional Model. (Learning Research and Development Center Monograph, University of Pittsburgh, 1972.)

Mercer, J.R. Sociocultural factors in the educational evaluation of Black and Chicano children. Paper presented at the Tenth Annual Conference on Civil and Human Rights of Educators and Students, Washington, D.C., February, 1972.

Mercer, J.R. Labeling the Mentally Retarded. Berkeley: University of California Press, 1973.

Meyers, P. Diagnostic teaching and formal testing. Paper presented at the International Convention of the Association for Children with Learning Disabilities. Houston, Texas. 1974.

Newland, E.L. "Assumptions Underlying Psychological Testing," Journal of School Psychology, 1973, II, 316-322.

Proger, B.B. and L. Mann. "Criterion-referenced Measurement: The World of Gray versus Black and White," Journal of Learning Disabilities. 1973. 6, 72-84.

Reynolds, M.D., and Balow. "Categories and Variables in Special Education," Exceptional Children. 1972. 38, 357-66.

Rodriguez, Armando. Disadvantaged Mexican Anerican Children and Special Education. Report at Special Conference on Early Childhood Education. Council for Exceptional Children, December 9-13, 1968, New Orleans, Louisiana.

Rubin, E.Z., C.B. Senison and M.C. Betwee. Emotionally Handicapped Children in the Elementary Schools. Detroit: Wayne State University Press. 1966.

Sabatino, D.A., K. Kelling, and D.L. Hayden. "Special Education and the Culturally Different Child: Implications for Assessment and Intervention," Exceptional Children. 1973. 39,563-567.

Saville, M.R. "Interference Phenomena in Language Teaching: Their Nature, Extent and Significance in the Acquisition of Standard English," Elementary English. 1971. 396-405.

Scriven, M. Goal Free Evaluation. (Address given at the National Workshop in Evaluation of R&D Operations, Southwest Educational Development Laboratory, Austin, Texas, April 1972.)

Simon, A., and E.G. Boyer (editors). Minors for Behavior: An Anthology of Classroom Observation Instruments, Vols. 1-6. Philadelphia: Research for Better Schools, 1967.

Smith, H.W. and W.A. Kennedy. "Effects of Three Educational Programs on Mentally Retarded Children," Perceptual and Motor Skills. 1967. 24,174-176.

Sparks, H.L. and L.S. Blackman. "What Is Special about Special Education Revisited: The Mentally Retarded," Exceptional Children. 1965. 31, 242-247.

Vygotsky, L.S. Thought and Language. Cambridge, Massachusetts: MIT Press, 1962.

Weikart, D.P. "Preschool Programs: Preliminary Findings," Journal of Special Education, No. 1 (1967), 163-81.

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 EAST SEVENTH STREET, AUSTIN, TEXAS 78701 512/476-6861

President
NORMAN FRANCIS, President
Xavier University
New Orleans, Louisiana

Vice-President
WAYNE H. HOLTZMAN, President
Hogg Foundation for Mental Health
Austin, Texas

Secretary-Treasurer
J. O. LANCASTER, JR., Superintendent
Ouachita Parish Schools
Monroe, Louisiana

Directors
JAMAR W. ADCOCK, Chairman of Board
First Fidelity Mortgage Company
Monroe, Louisiana

JACK L. DAVIDSON, Superintendent
Austin ISD
Austin, Texas

RAFAEL H. FLORES, Attorney
McAllen, Texas

GORDON FLORY
Executive Vice-President
Louisiana AFL-CIO
Baton Rouge, Louisiana

RAYMOND FLOYD
Professor of Education
Southern University
Baton Rouge, Louisiana

R. A. GARDEA, M. D.
El Paso, Texas

JOHN E. GRAY
President
Lamar University
Beaumont, Texas

ABNER HAYNES, President
Southwest Minority Corporation
Dallas, Texas

ANNA B. HENRY, Supervisor
Staff Development
Orleans Parish Schools
New Orleans, Louisiana

SISTER CAROLEEN HENSGEN
Superintendent of Schools
Diocese of Dallas
Dallas, Texas

WALTER C. McGEE, JR.
Consultant
Houston, Texas

PAUL MOSES, Superintendent
Calcasieu Parish Schools
Lake Charles, Louisiana

ARNULFO L. OLIVEIRA, President
Texas Southmost College
Brownsville, Texas

W. H. PATTERSON, President
Boise Southern Company
DeRidder, Louisiana

LIONEL PELLEGRIN, Director Emeritus
Division of Continuing Education
Louisiana State University
Baton Rouge, Louisiana

DANIEL SAUCEDO, Director
Inman Christian Center
San Antonio, Texas

EDWARD J. STEIMEL, Executive Director
Public Affairs Research Council
Baton Rouge, Louisiana

DANA WILLIAMS, Superintendent
Corpus Christi ISD
Corpus Christi, Texas

Executive Director
JAMES H. PERRY

March 14, 1974

The Southwest Educational Development Laboratory, under a grant from the Bureau for Education of the Handicapped, is beginning the development of a program for four year old children with mild to moderate problems in learning. This program will complement the previously completed Level II Bilingual Early Childhood Program for four year old children and will provide a means for maintaining the child with special needs within the regular bilingual classroom.

In order to determine the specific needs of teachers currently using SEDL programs, you are asked to complete the enclosed questionnaire and return it in the enclosed envelope by March 22. If some of the children in your class have particular problems in learning not listed on the survey, please write on the back of the survey form.

Thank you for the time spent completing the enclosed form. Your answers to this survey will guide SEDL staff in future development. If you are interested in receiving information on new programs for the child with special problems in learning, please write your name and address on the bottom of the survey form.

Sincerely yours,

Joyce Evans

Joyce Evans, Ph.D.
Special Project Director

JE/sh

Teacher: _____ NEEDS SURVEY FOR ADDITIONAL DEVELOPMENT
School or Center _____
Location: _____
Number of children enrolled: ____

I. A. How long have you used the SEDL program? _____
B. Which program are you currently using? Level I _____, Level II _____, Level III _____, Bilingual K _____
C. How many years have you taught? _____
D. What grade levels (or ages) have you taught?
Circle the grade level - 1 2 3 4 5 6 7 8 9 10 11 12
and/or the age level - 2 yr. 3 yr. 4 yr. 5 yr. other _____

II. A. Do you have children in your class who have learning problems? Yes ____ No ____
B. What type of problems? Visual _____Auditory _____ Speech ____ Motor ____
General learning ____ Other _____

III. A. Please check any of the following items which might be helpful to you:
____(1) A simple, easy to administer test to identify the language preference (Spanish or English) of children entering the program
____(2) A gross screening instrument for the purpose of identifying children with special learning problems
____(3) Information and forms for conducting parent interviews in order to determine the ways the child helps at home and any possible problems or concerns of the parent
____(4) A test to identify children who have difficulty in the area of speech
B. If interested in any of these tests, in what language should the tests be written? Spanish ____ English ____ Both Languages ____

IV. A. Are you interested in administering an individual test that would enable you to assess the child's level of ability in any of the following areas? Yes ____ No ____
Which Areas: Visual ____ Motor ____ Auditory ____ Ideas & Concepts ____ Other _____
B. If interested, in what language should the tests be written?
Spanish ____ English ____ Both Languages ____

V. A. Are you interested in additional instructional materials that would help the children improve their skills? Yes ____ No ____
B. If interested, what skills are of particular interest to you? Visual ____ Motor ____ Auditory ____ Ideas & Concepts _____ English Language ____ Spanish Language ____ Other _____

VI. A. Are you interested in general information concerning problems in young children? Yes ____ No ____
B. If interested, what are you particularly interested in? _____
_____
_____

VII. Are you interested in more information on other problems such as
Attention ____, Cooperation ____ Discipline ____, Motivation ____
Other _____

VIII. A. Are there some areas that you feel are not being covered sufficiently by the SEDL Program? Yes ____ No ____
B. What else would you like to see in the SEDL program? _____

APPENDIX D

DEVELOPMENTAL PROCESS FOR SEDL

DEVELOPMENTAL PROCESS

The Southwest Educational Development Laboratory has evolved a systematic process for the development of educational products. The developmental process defines six stages which comprise (1) Context analysis, (2) Conceptual design, (3) Product design, (4) Pilot test, (5) Field test, and (6) Marketing and diffusion. The summary which follows will focus on the product design, the primary stage of this project.

The objectives of the first stage, context analysis, are to define the problem, to establish its paramenters, to consider possible solutions, and to identify the strategy or general approach which appears to be the most promising. The objectives of the conceptual design stage, the second stage, are the identification of various components and elements of the solution strategy and the development of a model of elements and activities sequenced to achieve the objectives of the project.

The third stage of the development process, product design, is concerned with converting all existing research, conceptualization, and specification into an initial version of a developmental product, which incorporates specified elements and which includes enough content of sufficient quality to be ready for testing. Such testing is called design test, and its purpose is to align developmental materials to the specific needs of the target population. Design test is conducted in three cycles, the first of which constitutes the initial use of the test product in schools. The materials are revised on the basis of the feedback obtained from teachers and from curriculum developers observing

classroom activities. The second cycle allows the introduction of revised materials into other classrooms with further revisions being made as indicated. The purpose of the third cycle is to gain limited information on student achievement as a means of developing effective instruments for the systematic collection of such information during later testing. The outcome of the product design stage, or of the design test, is a product which, although still in an early stage, is ready for pilot testing.

The objective of the pilot test stage is to test, evaluate, and amend individual products in order to improve them and to enhance the potential value of the learning systems in which they will be used. This stage is usually carried out under controlled conditions in selected schools near the Laboratory. The outcome of pilot test should be a product that is ready for field test, the fifth stage of the development process. Field test is the large scale parallel testing of a working system. The objectives of field test are to determine the ultimate utility and viability of the system under test, and to facilitate marketing and diffusion of the system. Marketing and diffusion, the sixth and final stage of the development process, follows completion of all components of an educational system or product. The objective of this stage is to formulate and implement a plan for installing the product, and the outcome is the widespread dissemination of the product or system.

Developmental products cycle and recycle within each stage of the process until they are sufficiently refined to progress to the next stage. A continuing evaluation system is used to measure the quality of the product development and the progress that is being made in each stage. In actual practice the process is not strictly linear, in that products may

be recycled back to earlier stages and different products within a learning system may be in varying stages of development at any given time. The time taken to complete the process varies from several weeks for a single small product to several years for a complete learning system, such as that proposed by the Ability Development Project.

APPENDIX E

SPANISH/ENGLISH LANGUAGE PREFERENCE SCREENING (S/ELPS)

1. ABSTRACT
2. EVALUATION REPORT
3. FORMATIVE EVALUATION
4. EVALUATION REPORT - VALIDATION
5. S/ELPS RECORDING FORMS

SPANISH/ENGLISH LANGUAGE PREFERENCE SCREENING (S/ELPS)

ABSTRACT

Product: Instructional manual in English, instructional manual in Spanish, question and recording sheets: Part I Spanish form and Part II English form, set of 4 pictures.

Purpose: To enable the classroom teacher of 4-year-old Mexican American children to evaluate a child's English/Spanish language preference at the beginning of a school year in a bilingual program.

Rationale: At the beginning of a school year, teachers need help in determining a child's language preference in order to know his strongest language for initial learning.

Description: The S/ELPS is an objective measure of a child's language preference as observed in a school environment. It is designed to assist the classroom teacher in determining the child's strongest language for initial learning in a pre-school bilingual program. The screening is simple to use; it takes about 10 minutes to administer and score, and its success depends mostly on the teacher's ability to record the language of the child's answers correctly. The S/ELPS should be given to all children whose home language may be Spanish--for example, children whose surname is Spanish, children who come from a Spanish-speaking neighborhood, children whose parents speak Spanish, and children observed speaking Spanish in the classroom or on the playground.

In some instances the results of the screening will be immediately clear. In other cases, it will be discovered that, owing to a number of factors, it is not always easy to tell which is the child's strongest language. Results of the screening should reveal the following four categories of language ability: monolingual, bilingual, bilingual mixing English and Spanish, and uncategorizable due to cultural expectations or other factors.

Progress to date: The S/ELPS has been administered to a total of 97 children through three cycles of design test and revisions. These cycles have also included: external consultant review of the manual and test items, external consultant review and evaluation of 10 audiotapes, and test administration in English only and Spanish only, to determine equivalency of the two parts of the test. The S/ELPS has also been validated with a sample of 4-year-old Mexican American children in Austin, Texas.

Additional development:	Field test of the revised version with 4-year-old Mexican American children.
	Pilot and Field test of the revised version with 5- and 6-year-old Mexican American children.

EVALUATION REPORT

CHARACTERISTICS OF GROUPS OF MEXICAN-AMERICAN FOUR-YEAR-OLD CHILDREN CLASSIFIED AS PRIMARY ENGLISH SPEAKERS, PRIMARY SPANISH SPEAKERS, OR BILINGUAL CHILDREN

I. Introduction

The S/ELPS is an experimental screening device designed to provide an objective measure of a child's language preference--English, Spanish, or Bilingual. During the design test stage of instrument development, all decisions as to language preference were made by a professionally trained bilingual diagnostician whose decisions were made in an overall "clinical" sense rather than by counting the number of (correct) responses made in the two languages of administration. The ultimate purpose, however, is that, with additional development, this instrument can be used by untrained teachers in assessing the language preference of young children in a classroom setting. In order to accomplish this goal, a less sophisticated, more mechanical procedure is needed for decision-making since teachers are not trained to take into account such variables as phonological influence or syntactical structure in making decisions regarding language preference.

A total of ninety-six four-year-old Mexican American children in Child Incorporated Day Care Centers were administered the S/ELPS. Of these, 78 were administered the S/ELPS in "standard" form and 18 were administered the instrument in an altered form. The "standard" administration format consists of testing the child first in Spanish, and then in English. The child's responses to both the Spanish and the English portions of the screening test were coded as: (1) No Response, (2) Gesture or Non-Verbal Response, (3) Single Word Verbal Response, (4) Sentence or Phrase Verbal Response, or (5) Extended Talk. In addition, all verbal responses were coded as to whether the response was given in English, in Spanish, or in a mixture of both

languages. A copy of the instrument with its attached scoring section may be found in Table 1.

Although the face validity would indicate that the two sections of the test are of equal difficulty (parallel forms), this contention is still in the process of being verified at this time.

The following descriptive characteristics of the children's responses are presented in order to set some guidelines for further instrument development, scoring procedures, and for decision-making by non-professionals. Forty-six of the seventy-eight children administered the S/ELPS in "standard" form were classified as being primarily English-speakers; twenty-two were classified as being primarily Spanish-speakers; and ten were classified as being Bilingual. The remaining 18 children were tested with an altered version of the instrument designed to test for equivalency of the two portions of the instrument.

II. Descriptive Statistics

The "No Response" rate among children classified as English speakers was 11%, among Spanish speakers was 10%, and among Mixed was 4% (see Table 2). Looking closer at the "No Response" classification among English speakers, it was observed that 98% of "No Response" reactions were given to the Spanish language portion of the test and only 2% to the English language portion. Thus, virtually all failures to respond among English speakers were to questions or commands in Spanish. For the "No Response" classification among Spanish speakers, 38% were in response to the Spanish language portion of the test and 62% were in response to the English language portion of the test, indicating a strong tendency for more failures to respond to the English than to the Spanish portion of the test. For the "No Response" classification (only 4%) among Mixed language speakers, 71% were in

response to the Spanish language portion and 29% in response to the English language portion. However, all but one of the failures to respond to the Spanish version were obtained from one child. Thus these proportions probably do not accurately reflect the proportions which would be found with a larger sample.

The percentage of "Gesture" responses among children diagnosed as primary English Speakers was 20%, among primarily Spanish speakers was 26%, and among Mixed was 23% (see Table 2). Among primary English speakers, 47% of the "Gesture" responses were to the Spanish language portions and 53% were to the English language portion of the test. Among primary Spanish speakers, 50% of "Gesture" responses were to the Spanish portion, and 50% were to the English portion of the test. Among children classified as Bilingual or Mixed, again, 50% of "Gesture" responses were to the Spanish portion and 50% were to the English portion of the test. Thus, the relative proportion of gestures given as responses to the Spanish and to the English administration of the test did not differ with the preferred language of the group.

Among the group of primary English speakers, in 68% of all cases verbal responses of some nature were made (whether single words, phrases, sentences, or extended talk). Of these verbal responses, 98% were given in English and only 2% were in Spanish, disregarding the language in which the two portions of the test were administered. Forty-four percent of the English-speaking children's total responses were to the Spanish administration and 56% were in response to the English administration. In response to the Spanish administration of the test, 63% of the children's verbalizations in English consisted of single words, 30% were sentences or phrases, and 6% consisted of extended talk. When the children responded in Spanish to the Spanish

administration, 100% of verbalizations consisted of single word responses. When responding in English to the English portion of the test, 33% of the children's verbalizations consisted of single words, 47% consisted of sentences or phrases, and 20% consisted of extended talk in English. When the children responded in Spanish to the English portion of the test (N=2 responses), 50% of verbalizations consisted of sentences or phrases and 50% consisted of extended talk in Spanish.

Among the group of children classified as primary Spanish speakers, in 64% of all cases verbal responses of some sort were made. Of these verbal responses, 64% were made in Spanish and 37% were in English. Of the total amount of verbalization, 54% of all responses were made to the Spanish portion of the test and 46% to the English portion. When the children responded to the Spanish portion of the test in English, 76% of the verbalizations consisted of single words, 18% of sentences or phrases, and 6% of extended talk in English (N=1). When the children responded in Spanish to the Spanish portion of the test, 38% of the verbalizations consisted of single words, 44% of phrases or sentences, and 11% of extended talk in Spanish. When these children responded to the English portion of the test in English, 35% of their verbalizations consisted of single words, 58% of sentences or phrases, and 7% of extended talk in English. When they responded to the English portion of the test in Spanish, 38% of their verbalization consisted of single words, 53% of phrases or sentences, and 8% of extended talk in Spanish.

Turning finally to the children diagnosed as Mixed language preference or Bilingual, in 73% of all cases, verbal responses of some nature were made. This is slightly higher than either the primary English speakers (68%) or the primary Spanish speakers (64%). Fifty-three percent of all

verbal responses of some nature were made in English and 47% of responses were in Spanish. Forty-eight percent of all responses were made to the Spanish portion of the test, regardless of the language of the responses; and 52% of all responses were made to the English portion of the test. When the children responded to the Spanish portion of the test in English (N=1), 100% of responses consisted of a single word. When they responded to the Spanish portion of the test in Spanish, 42% of the verbalizations consisted of single words, 49% of phrases or sentences, and 9% of extended talk in Spanish. When the children responded to the English portion of the test in English, 29% of their verbalizations consisted of single words, 44% of sentences or phrases, and 27% of extended talk in English. No child in this group responded verbally at all in Spanish to the English portion of the test. These results may be found in Table 3.

Looking at the data from a slightly different viewpoint, it is noteworthy to examine the percentage of responses in Spanish to the Spanish portion of the test and the percentage of English responses to the English portion of the test among the three groups of children. To the Spanish portion of the test, among English speakers, only three percent of the verbal responses were in Spanish. Among children diagnosed as Spanish speakers, 87% of the verbal responses to the Spanish portion were in Spanish; and among children diagnosed as Mixed preference, 99% of responses to the Spanish portion were in Spanish. Thus, looking only at the language of the responses to the Spanish portion of the test, English speakers stand out quite vividly. However, primary Spanish speakers and Mixed or Bilingual children do not differ that greatly. Let us next examine the language of the responses given to the English portion of the test. Among children classified as primary English speakers, 99% of their responses to the English portion of the test

were in English. Among children classified as primary Spanish speakers, 64% of their responses to the English portion of the test were in English. Finally, among children classified as Mixed or Bilingual, 100% of their responses to the English portion of the test were in English. Should this pattern turn out to be a reliable one in a larger study, then this criterion may be a useful one in accurately classifying young children as to preferred language. That is, children who respond almost exclusively in English to the Spanish and the English portion of the test would most likely be classified (by a professional) as primary English speakers. Children who respond to the Spanish version almost exclusively in Spanish, and to the English version almost exclusively in English, would be likely to be classified (by a professional) as Mixed in their language preference. Children who respond primarily in Spanish to the Spanish portion of the test, and also utilize a sizable amount of Spanish in responding to the English portion of the test will most likely be classified as primary Spanish speakers.

III. Summary of Findings

A. Response Characteristics Which Differentiate the Three Groups.

1. "No Response" Category. Virtually all failures to respond among children classified as primary English speakers were to the Spanish portion of the test. Over 60% of the failures to respond among children classified as primary Spanish speakers were to the English portion of the test. There were few failures to respond among children classified as Mixed preference. This may turn out to be a characteristic of truly Bilingual children, but with the small sample of Mixed preference children, this 4% failure to respond cannot be considered a reliable criteria at this time.

2. Language of Response in Relation to Language of Administration. Children classified as primary English speakers responded almost exclusively in English to both the English and the Spanish portions of the test. Children classified as Mixed in language preference responded almost exclusively in Spanish to the Spanish portion and exclusively in English to the English portion. Children classified as primary Spanish speakers did not as a group exhibit such clearcut characteristics as did the other two groups. Though 87% of their responses to the Spanish version were in Spanish, only 36% of their responses to the English version were in Spanish.

3. Percentage of Total Verbal Responses in English and in Spanish. For the children classified as primary English speakers, 98% of all of their responses were in English. For the children classified as primary Spanish speakers, 37% of their total responses were in English. Among those children classified as Mixed or Bilingual, 53% of their total verbal responses were in English.

B. Response Characteristics Which Did Not Differentiate the Three Groups.

1. Gestures. It could be reasonably hypothesized that a child would tend to give more non-verbal ("gesture") responses to questions or commands in the language with which he was least familiar. This was not the case. In all three groups of children, around one-half of the gestures were in response to the English portion and the other half were in response to the Spanish portion of the test. This may be due to the fact that part of Items 1 and 2 did not necessarily require verbal re-

sponses and gestures were acceptable means of expression. In the majority of cases, gestures were not used by the children to replace required verbal responses to the other sections of the test.

2. Percentage of Single Word Responses in Relation to Sentences/Phrases and to Extended Talk in the Two Languages. When both English and Spanish speakers responded in English to the Spanish portion of the test, the greatest percentage of responses (63%, 76%) consisted of single words, followed by Phrases/Sentences (30%, 18%) and finally by extended talk (6%, 6%). When both groups responded in English to the English portion of the test, the greatest percentage of responses consisted of sentences/phrases (47%, 58%), followed by single word responses (33%, 35%), and finally by extended talk (20%, 7%). The group classified as Mixed responded in a quite similar manner. In examining the nature of Spanish verbal responses to the Spanish portion of the test, data obtained from the children classified as English speakers could not be considered since virtually no responses were given in Spanish. However in both the primary Spanish speaking group and the Mixed group, the largest percentage of responses consisted of phrases or sentences (44%, 49%), followed by single word responses (38%, 42%), and by extended talk in Spanish (11%, 9%). Comparisons could not be made for Spanish responses to the English portion of the test since only children classified as primarily Spanish speakers responded in this manner. (Thus, responding in Spanish to the English portion of the test is probably an excellent diagnostic indication of the predominant Spanish speaker.)

3. Percentage of Total Verbal Responses Given to the Spanish and to the English Portion of the Test. A seemingly reasonable hypothesis might be that a child would give a greater percentage of his total verbal responses to the portion of the test administered in that language which he preferred and with which he was the most familiar. This however, was not the case. Approximately half of the responses for all three groups were given to the English version and the other half to the Spanish version.

C. Additional Observations Regarding Language Performance

1. The following variables should be noted:

a) 19 children out of 78, or approximately 25%, gave some unrelated answers, and the questions that elicited these responses were all restricted to Item a of both sections which is the only item that provides no visual cues and depends exclusively on the child's ability to understand the questions and express himself freely.

b) Of these 19 children, 14 were classified as primarily English speakers. Their unrelated answers were in English to Item a questions in Spanish only.

c) The remaining 5 children responded with unrelated answers to Item a of the English portion. Of these, 1 child is classified as primarily an English speaker, 2 children are classified as Spanish speakers, and 2 are considered to be Mixed. Of the latter, 1 responded inaccurately in Spanish and 1 in English; these same children also responded inaccurately to Item a of the Spanish portion of the test.

2. Another factor in considering the verbal and nonverbal responses of the children, is that some responses did not require comprehension of any language and language analysis depended exclusively on their speech production. For instance, item 2 in both parts of the test requires the child to take toys out of a box and talk about them; if he understands Spanish, he readily comprehends the task and responds in varying degrees. When he is asked to repeat the action and discuss similar toys in the English section, he has already done it in Spanish and understands that the same process is to be repeated, although he may not understand the specific directives. This applies to the English speaking child as well, who when first exposed in Spanish to the box with toys may not understand the directives, but will realize intuitively that he is supposed to comment on them once he has taken them out of the box. When he reaches the English section, he understands the directions in any case. Classification of his language preference, therefore, is not necessarily related to his performance at this point, but relies instead on his expressive ability in responding to specific questions of what, what for, what can you do with, etc. in which there must be previous receptive competence in the language of administration.

3. A third factor is the expressive language of the bilingual child whose performance varies from mixing English and Spanish in his speech, regardless of language of administration, to the child who restricts his language expression to English or Spanish, in agreement with the language of administration.

Fifteen children responded in mixed English/Spanish to the Spanish administration; six children responded in mixed English/Spanish to the English administration; and seven children responded in mixed English/Spanish to both portions of the test, regardless of the language of administration. However, their answers were adequate and revealed an understanding of the language used for questioning. In most instances, the Mixed expressive language consisted primarily of inserting English labels into Spanish syntax.

IV. Equivalence of Spanish and English Versions.

This instrument was administered to 18 children in an experimental manner in order to determine the equivalency of the Spanish and English portions of the test. The Spanish portion of the test was translated into English and the English portion of the test was translated into Spanish. Then the test was administered to ten children totally in English and to eight children totally in Spanish. This was done in order to determine whether or not any differences in the form of the responses to the two versions of the test was due to differences in item difficulty with respect to eliciting verbal responses. The "Spanish" portion, whether administered in its original language, or its English translation, was always administered first. A tentative examination of the responses to the "Spanish" portion (administered both in Spanish and in English) in comparison to responses to the "English" portion (administered both in English and in Spanish) gave no indication of any differences in item difficulty between the two portions. (See Table 4.) The proportion of responses of different type elicited by supposedly equivalent items in the two portions of the test were examined

separately in arriving at this conclusion. That is, responses to Item 1a--Spanish portion were compared to responses to Item 1a--English portion, etc. Ignoring individual item responses, there were two overall differences in proportion of responses. To the "English" version of the test (whether administered in English or in Spanish) there were more "Gesture" responses given than to the "Spanish" version (whether administered in English or in Spanish). To the "Spanish" portion of the test, there were more "Single word" responses given than were given to the "English" portion of the test. There were no differences between the two portions with respect to incidents of "No Response" sentence/phrase responses, or extended talk. (See Table 5.)

V. Degree of Agreement Between Teacher Estimate of Child's Language Preference and Language Preference as Diagnosed Utilizing The S/ELPS

Prior to the administration of the S/ELPS, the teachers in the 5 classrooms were asked to indicate their estimate of the language preference of each child (English, Spanish, or Mixed). All teachers in the five experimental classrooms were completely bilingual in Spanish and in English. The teachers original classification was then compared to the child's classification according to the S/ELPS. For purposes of this comparison, the data from all 96 children tested (whether in standard or in altered form) was utilized. Ninety-four of the ninety-six children tested with the S/ELPS were also classified by the teacher. In classroom A-L, fifteen of the twenty children (75%) were classified by the teacher in the same manner as was the S/ELPS derived classification. In classroom A-A, 18 of 21 children (86%) were classified in the same manner by the two methods. In classroom C-E, 13 of 18 children (72%) were classified in the same manner by both methods. In classroom C-S, 17 out of 20 children (85%) were

classified in the same manner by both methods. Finally, in classroom R-P, 13 out of 15 children (87%) were classified in the same manner. Across all classrooms, 76 children (81%) were classified in the same manner by the teacher and by the S/ELPS. Thus 18 children (or 19%) were "incorrectly" classified by teachers. Of those children where there was lack of agreement as to classification, 11 (or 12%) were incorrectly classified by the teacher as primarily English speakers. Of these children, seven were classified by S/ELPS results as primarily Spanish speakers, and four were classified as Mixed or Bilingual. Five of the children (5%) were incorrectly classified as primarily Spanish speakers by the teacher. Of these, two were classified as English speakers by the S/ELPS and three were classified as Mixed. Two of the children (2%) were incorrectly classified as Mixed or Bilingual by the teacher. Both of these children were classified as primarily Spanish speakers by the S/ELPS.

Thus the greatest rate of disagreement as to language preference classification was among children classified by the teacher as primarily English speakers. However, only 17% of children classified by teachers as English speakers were classified in another category by the S/ELPS. This is compared to 22% of teacher-classified Spanish speakers and 33% of teacher classification as Bilingual.

It appears that the use of the S/ELPS by the teacher may well reduce the 19% misclassification found in this study. This, of course, is assuming the classification by the S/ELPS is a more accurate measure of language preference than is teacher judgment. The data comparing language preference classification by the S/ELPS to that of teacher judgment may be found in Table 6.

Of the 18 cases of misclassification (or at least lack of agreement between teacher and S/ELPS) in 13 instances the teacher estimated that the child had more English skills than did the S/ELPS-derived estimation. That is, the teacher tended to rate Spanish speaking and bilingual children as English speakers and Spanish speaking children as being bilingual. In only five instances was the misclassification in the opposite direction--English speakers classified as Spanish-speakers or as Bilingual by the teacher. Thus, even among bilingual teachers, there is a tendency to overestimate the child's English language skills, whether expressive or receptive.

VI. Degree of Agreement Between Teacher Estimate, S/ELPS Estimate, and Classification Made by Outside Expert.

The children's responses to the S/ELPS were audio-taped. A consultant, who is a native Mexican-American bilingual and an expert in the area of Linguistics, was asked to listen to ten selected tapes and decide on this basis whether the child was primarily an English speaker, a Spanish speaker, or was Bilingual. The consultant had available a copy of the test questions but was not told how responses were coded or scored.

Of the ten tapes analyzed, eight were those in which the S/ELPS classification agreed with that of the teachers (five English speakers and three Spanish speakers). In one case, the S/ELPS classified as a Spanish speaker a child who had been classified as an English speaker by the teacher; and in the other case the S/ELPS classified as Mixed a child classified by the teacher as a Spanish speaker. In seven of the ten cases, the classification made by the consultant agreed with the S/ELPS-derived classification. Four of the these were for English speakers, two were Spanish speakers, and one

was Mixed. Of special interest are the three disagreeements between the consultant's classification and the S/ELPS-derived classification. There are three factors that should be discussed prior to arriving at conclusions concerning any disagreements. First, the consultant was not able to view the child and his non-verbal behavior. Second, the administrator of the S/ELPS classified the child as to which language would be most beneficial to him for instructional purposes. The consultant classified the child as to dominant expressive language, period. Finally, this consultant had not had any previous experience with preschool children prior to his analysis of the audio-tapes. In one case the S/ELPS data resulted in classification of the child as primarily an English speaker, while the consultant classified the child as Mixed. In the second case, the S/ELPS classification was that of a predominant Spanish speaker, while the consultant classification was Mixed. In the last case, the S/ELPS classification was that of a predominant Spanish speaker, and the consultant classification was that of a predominant English speaker. In this last case, unlike other testing sessions, the administrator was the teacher, who used much English verbal reinforcement during the Spanish administration. It is interesting to note that, in the case of these ten children, there was greater agreement between teacher and S/ELPS classification than between S/ELPS and consultant classification. This may be due in part to a more similar orientation of the teacher and the S/ELPS administrator, and in part to the fact that the teacher and the S/ELPS administrator were both able to observe the whole child responding, not just to listen to his verbal production. Data on the degree of agreement between teacher classification, S/ELPS classification, and consultant classification may be found in Table 7.

Consultant's Criteria for Determining Language Preference

The consultant provided SEDL with the following general criteria for estimating a child's language preference:

1. Is the child more verbal in Spanish or in English?
2. Does he appear to comprehend Spanish better than English, or vice-versa?
3. Does the child answer Spanish questions in English or in Spanish?
4. Does he answer English questions in English or in Spanish?
5. Does the child appear more at ease in one language than the other?
6. Is he more fluent in one language or in the other?
7. Does the child answer appropriately in each language?
8. Is there any evidence of elements of one language in the other? For example, words, sounds, word order, word endings, intonation.
9. Does the child mix English and Spanish when the questions are all in English or all in Spanish?

TABLE 1

Name _____ Date _____

Examiner _____ Center _____

Spanish/English Language Preference Screening

PART I

ESPAÑOL

Indicate Spanish or English responses by (S) or (E) in appropriate column

	No response	Gesture	Single word	Phrase or sentence	Extended talk	Comments
1. a) ¿Cómo te llamas?						
b) ¿Te gusta la escuela?						
c) ¿Qué te gusta hacer en la escuela?						
2. Enséñele al niño las tres cajas.						
a) Mira, aquí están unas cajas.						
Dime cuál es la caja verde,						
la caja azul,						
la caja roja.						
b) Bueno, abre ésta (apuntando hacia la azul).						
Permítale al niño que juegue con los objetos de la caja y hágale al niño estas preguntas. No insista si no puede responder.						
c) ¿Qué ves adentro?						
d) Saca las cosas.						
e) ¿Qué son?						
f) ¿Para qué sirven?						
g) ¿Qué puedes hacer con éste? (Repita con los otros objetos.)						
3. Los cuadros:						
a) (Piñata party): Muy bien. Ahora mira este cuadro. Dime qué ves allí.						
¿Qué están haciendo?						
¿Qué es esto? (apunte hacia el palo que el niño tiene en la mano)						
¿Para qué es?						
b) (Amusement park): Bien. Ahora vamos a ver este cuadro. Dime qué ves allí.						
¿Dónde están?						
¿Qué están haciendo?						
¿Qué tiene el niño en la mano?						
¿Y la niña?						

TABLE 1, continued

EXPERIMENTAL USE ONLY - S.E.D.

Name _____ Date _____

Examiner _____ Center _____

Spanish/English Language Preference Screening

PART II

ENGLISH

Indicate Spanish or English responses by (S) or (E) in appropriate column

	No response	Gesture	Single word	Phrase or sentence	Extended talk	Comments
a) How old are you?						
b) Do you have any brothers or sisters?						
c) What do you like to do at home?						
Show the child the three boxes.						
a) Tell me which is the blue box, the red box, the green box.						
b) Good. Now open this one (pointing to the green box).						
Allow child to take the objects out of the box and look at them. Ask him questions about them but do not insist if he does not answer.						
c) What do you see?						
d) What are they?						
e) What are they for?						
f) What can you do with this one? (Point to the car.)						
g) And this one? (point to another toy.) (Repeat with the other objects.)						
The pictures:						
a) (Drive-In): Good. Now let's look at this picture. What do you see? Where are they? What are they doing? What is this? (point to the microphone in the car)						
b) (Playground) Very good. Now let's look at this picture. What do you see? What are they doing? Where are the girls? What is this? (point to the swing).						

Table 2

Frequency and Percent of No Response and Gesture Responses of Three Groups of Children to the Spanish and English Language Portions of the S/ELPS

Response Type	Language of Administration	Classified as English Speakers (N=46) N	Percent	Classified as Spanish Speakers (N=22) N	Percent	Classified as Mixed-Bilingual (N=10) N	Percent
No Response	Spanish	89	98%	15	38%	5	71%
	English	2	2%	24	62%	2	29%
	Total	91	11% (of total)	39	10% (of total)	7	4% (of total)
Gesture	Spanish	75	47%	50	50%	20	50%
	English	84	53%	51	50%	19	50%
	Total	159	20% (of total)	101	26% (of total)	39	23% (of total)

Table 3

Frequency and Percent of Verbal Responses of Three Groups of Children to the Spanish and English Language Portions of the S/ELPS

	Language of Administration	Classified as English Speakers (N=46) N	Classified as English Speakers (N=46) Percent	Classified as Spanish Speakers (N=22) N	Classified as Spanish Speakers (N=22) Percent	Classified as Mixed-Bilingual (N=10) N	Classified as Mixed-Bilingual (N=10) Percent
Total Verbal Responses in English	Spanish	230	97%	17	13%	1	1%
	English	304	99%	72	64%	64	100%
	Total	534	98%	89	36%	65	53%
Total Verbal Responses In Spanish	Spanish	7	3%	117	87%	57	99%
	English	2	1%	40	36%	0	0%
	Total	9	2%	153	64%	57	47%
Total Single Word Responses in English	Spanish	146	63%	13	76%	1	100%
	English	100	33%	25	35%	18	29%
Total Phrase/ Sentences In English	Spanish	68	30%	3	18%	0	0%
	English	144	47%	42	58%	28	44%
Total Extended Talk in English	Spanish	14	6%	1	6%	0	0%
	English	60	20%	5	7%	17	27%
Total Single Responses In Spanish	Spanish	7	100%	43	38%	24	42%
	English	0	0%	15	38%	0	--
Total Phrase/ Sentences in Spanish	Spanish	0	0%	52	44%	28	49%
	English	1	50%	21	53%	0	--
Total Extended Talk In Spanish	Spanish	0	--	13	11%	5	9%
	English	1	50%	4	8%	0	0%
Total Verbal Responses in English or Spanish	Spanish	237	44%	134	54%	58	48%
	English	306	56%	112	46%	64	52%

Table 4

Response Characteristics For Special Administration of S/ELPS--
Item Comparisons

Item	No Response	Gesture	Single Word	Phrase/Sentence	Extended Talk
1a-Span	1	0	17	0	0
1a-Eng	2	4	9	2	0
1b-Span	0	6	12	0	0
1b-Eng	0	4	9	2	3
1c-Span	1	0	6	8	3
1c-Eng	0	1	5	7	5
2a-b-Span	4	12	2	0	0
2a-b-Eng	0	18	0	0	0
2c-Span	0	0	15	3	0
2c-Eng	0	0	13	6	0
2d-Span	0	0	8	7	3
2d-Eng	1	1	3	7	4
3a-Span	0	0	1	14	3
3a-Eng	0	0	4	8	6
3b-Span	0	0	2	4	10
3b-Eng	0	0	3	6	9

Table 5

Response Characteristics For Special Administration of S/ELPS--
Total Instrument

Total
No Response

Original Language	Language of Administration: English	Spanish	
Span	2	4	6
Eng	2	2	4
	4	6	

Total
Gestures

Original Language	Language of Administration: English	Spanish	
Span	10	8	18
Eng	16	12	28
	26	20	

Total Single
Word Responses

Original Language	Language of Administration: English	Spanish	
Span	34	29	63
Eng	23	24	47
	57	53	

Total Sentence/
Phrase Responses

Original Language	Language of Administration: English	Spanish	
Span	23	15	38
Eng	23	15	38
	46	30	

Total
Extended Talk

Original Language	Language of Administration: English	Spanish	
Span	11	8	19
Eng	16	11	27
	27	19	

Table 6

Comparison of Teacher Estimate of Child's Language Preference with S/ELPS-Derived Language Preference Classification

Classroom A-L Teacher

S/ELPS	E	S	M
E	11	1	0
S	2	4	0
M	1	1	0

75% agreement

Classroom A-A Teacher

S/ELPS	E	S	M
E	12	0	0
S	3	6	0
M	0	0	0

86% agreement

Classroom C-E Teacher

S/ELPS	E	S	M
E	7	0	0
S	2	4	0
M	3	0	2

72% agreement

Classroom C-S Teacher

S/ELPS	E	S	M
E	14	1	0
S	0	3	0
M	0	2	0

85% agreement

Classroom R-P Teacher

S/ELPS	E	S	M
E	10	0	0
S	0	1	2
M	0	0	2

87% agreement

Total Classrooms Teachers

S/ELPS	E	S	M
E	54	2	0
S	7	18	2
M	4	3	4

81% agreement

Table 7

Agreement Between Language Preference Classification by Teacher, by S/ELPS Administrator, and by Consultant

Child	Teacher Classification	S/ELPS Classification	Consultant Classification
1	English	English	Mixed
2	Spanish	Spanish	English
3	Spanish	Spanish	Mixed
4	English	English	English
5	English	Spanish	Spanish
6	English	English	English
7	English	English	English
8	Spanish	Spanish	Spanish
9	English	English	English
10	Spanish	Mixed	Mixed

FORMATIVE EVALUATION

Please put down your reactions to the test as completely as you can after you have used it on the children. If you would like to talk about your reactions, please call Paola Zinnecker, 476-6861, extension 349.

S/ELPS Reaction Form for Teachers

1. How long did it take you to give the test and mark the form for each child? (How many minutes?)

___10 minutes
___10 to 15 minutes
___20 minutes
_____ minutes

2. Is there anything that should be taken out or added to the test?

___yes ___no

comments:_____

_____

3. Does the test give you enough information to know whether to begin teaching in Spanish or in English?

___yes ___no

TEACHER'S MANUAL

4. Is there anything in the teacher's manual that was not clear?

___yes ___no

comments:_____

_____

CONTENT OF ITEMS

5. Are any of the questions too hard for this group of children? (If so, which ones.)

6. Did you understand all the test questions? (If not, which ones?)

7. This test has two forms (Spanish and English). Is the content of the two forms equally hard for the children to answer?

___Spanish questions are harder
___English questions are harder
___Spanish and English questions are about the same

FORM (ANSWER SHEET)

8. Is the answer sheet easy to fill in?

9. Is the answer sheet easy to understand?

10. Would you add any other items to the answer sheet?

MATERIALS

11. Would it be hard for teachers to collect the materials?

___containers
___toys

12. Were the materials very helpful in getting children to talk?

OPEN COMMENTS:

EVALUATION REPORT - VALIDATION

The B.E.H. Special Project Staff was faced in January with the task of testing 99 unfamiliar four-year-olds, of whom some spoke Spanish, some English, and some both languages. The problem was one of determining the better language for initial instruction. The teachers' judgements were deemed unsuitable for this purpose because some children had been in the classes only a brief time, and because English was the chief classroom language before the introduction of the BECP, Level II program. Furthermore, SEDL's experience with bilingual programs in general has been that teacher judgements of language dominance are often erroneous or unreliable. Therefore, it was necessary to develop an instrument which would provide an estimate of language preference for each child.

Instrument Description

The Spanish/English Language Preference Screening is an objective measure of a preschool child's language preference as observed in a school environment. It is designed to assist the classroom teacher in determining a new child's strongest language for initial learning in a preschool bilingual program. The S/ELPS was developed for children whose home language may be Spanish. The screening discriminates among children in three categories: children who prefer English, children who prefer Spanish and bilingual children (i.e., those children who seem to understand and express themselves equally well in both languages and children who mix English and Spanish in their speech).

The S/ELPS was developed by linguistic specialists and speech pathologists who were experienced in working with bilingual preschool children. The instrument is designed to be individually administered by a bilingual teacher. No special training aside from familiarity with the test manual is required.

The test kit contains a test manual, scoring sheets, and pictures. The necessary toys are to be acquired by the examiners. The total instrument is composed of two parts. Part I is administered in Spanish and Part II is adminiatered in English.

The Spanish part consists of 22 items and the English part consists of 20 items. The response to each item is classified into one of five categories according to the judgment of the examiners. Category 1 is "no response," category 2 is "gesture," category 3 is "wrong response," category 4 is "1 or 2 words," and category 5 represents a response of several words or a sentence. Should category 4 or 5 be appropriate, the examiner must record the language(s) in which the child responds, (by writing an "E" for English responses, an "E/S" or a "S/E" for bilingual responses, and an "S" for Spanish responses). If the response belongs to category 1 or 2 or 3, only a "✓" is required. After both sections of the S/ELPS have been administered, the examiner makes a judgment of the child's language preference, (i.e., English, Spanish, or bilingual) on the basis of his test performance. A copy of the test manual is attached in the appendix.

Instrument Development

With these objectives in mind, an initial group of items was identified. The rationale for item selection was as folllows: (1) The tasks presented in the items should be well within the developmental capacities of four year olds. Thus the child's performance on an item would depend on his ability to use the language in question rather than his ability to perform the task. (2) The test should include similar, but not identical items in English and Spanish. Evans and Guevara (1973) have shown that direct translation may result in changes of meaning and complexity. English and Spanish items were therefore to be equivalent rather than identical. (3) The items were to sample a variety

of language activities (answering questions, following directions, describing pictures, etc.) but not necessarily to distinguish between them. (4) The items were to be interesting and enjoyable enough to stimulate the child to speak freely and at some length.

The initial form of the instrument was design tested by a linguist who administered the test of 5 children. The primary purpose of this cycle was to test the format and order of items and the suitability of the items for four-year-olds. The items were then refined slightly, and a recording grid was added.

The second design test included six test administrations by four teachers and four more by the linguist. The testing sessions were tape recorded, and teacher feedback was solicited. Several changes were made as a result of the children's performance and the teachers' suggestions. The home questions in the Spanish section were changed to questions about whether the child likes school and what he likes to do at school. Parallel questions were included in the English section. The pictures used in the earlier version were replaced by more interesting pictures. Different combinations of toys were also suggested and several combinations were tried. More specific questions about the objects and pictures were added in addition to the general questions. The use of S, E, and S/E to indicate the language of the child's response was added to the recording system, and additional spaces for recording answers and for comments were added to the recording form. The response categories of "Phrase" and "Sentence" were combined as this distinction was often difficult for teachers to make.

The third version of the instrument was administered to 33 children at Canterbury Center. These administrations were tape recorded and the tapes were evaluated by a linguistic consultant. The consultant formed judgements of language preference based on the tape recordings. He then provided the

criteria by which he had made these judgements; the criteria were closely related to the response categories in the recording form which the consultant had not seen. Recommendations for revision applied mainly to the format of the recording form. Each specific question was placed on a separate line and the recording form was thus expanded to two pages, one for the Spanish section and one for the English section.

A modified (experimental) version of the test was then administered to 18 children at Riverside Center to test the equivalency of the two sections of the test. An all-English or an all-Spanish version of the test was used, and the resulting data analysis revealed that the two sections seem to be equivalent.

During the ensuing time a manual of instructions was prepared to accompany the S/ELPS. The manual was written and revised according to in-house review. The manual was then design tested by eight teachers who administered two S/ELPS each and provided feedback on the manual and the test. Revisions were made based on their suggestions. Through logical reasoning, a scoring system was developed. A validation study on the instrument validity and reliability was done and is presented below.

Scoring System

The S/ELPS was designed only to measure the child's preference between the two languages rather than his proficiency. Therefore, a scoring system was developed to reflect a comparison between performance on the two parts of the test. On each item, the child's response was classified in one of the five aforementioned categories. No response (CI) was scored as "0". A correct gesture response, indicating comprehension was scored as "+1". If the response contained one or two words (CIV), it was scored as "+2" for a Spanish response to a Spanish item or an English response to an English item. A response in both languages (a "mixed" response) was scored as "0". If an item from the Spanish part is answered in English or vice versa, it is scored as "-2". Similarly, if the

response contained three or more words or a sentence (CV), it was scored as "+3" if the language of administration and the response were the same, as "0" if the response was mixed and as "-3" if the language of administration and of the response were different.

TABLE 1

SCORING SYSTEM

Language Administered	Responded	CI No Response	CII Gesture	CIII Wrong	CIV 1 or 2 Words	CV Sentence
Spanish	Spanish	0	1	0	2	3
Spanish	Bilingual	0	1	0	0	0
Spanish	English	0	1	0	-2	-3
English	English	0	1	0	2	3
English	Bilingual	0	1	0	0	0
English	Spanish	0	1	0	-2	-3

Each item was scored and by adding all the scores assigned to all the items on one part of the test, a subscore on the language of administration for that part was derived. Therefore, each child received one score for the Spanish section and one score for the English section. Since language preference was the primary concern, the difference between the two scores (Spanish - English) yielded the total score for each child.

Validation Study

Thirty four-year-old Mexican-American children attending three Austin Child Incorporated Day Care Centers, (Canterbury, Riverside and Allen) were subjects for this study. None had received the S/ELPS during the three months preceding this study, though most had received it earlier. Teachers tested children from centers where they were not teaching so they had no previous knowledge of the

children. One SEDL staff member, a former teacher, did some of the testing.

The basic overall design of this study involved a test-retest procedure. Of the 30 children sampled, 14 were initially tested by a linguistic specialist and then retested either by teachers or by the SEDL staff member. Sixteen were tested initially by classroom teachers or by the SEDL staff member and then re-tested by the linguistic specialist. The time lapse between test and retest was one to five days. All initial testing sessions were tape recorded. In addition, all teachers were asked to judge the language preferences of children in their own classes according to the definition provided in the test manual. This judgment was to be based on their intensive daily experience with the children and was to be independent of the test results. The tapes recorded by the linguistic specialist were scored by the specialist (designated as X). Those recorded by teachers were scored by two SEDL bilingual raters (designated as Y and Z).

Scoring System

To determine the validity of the scoring system, the total score on the test was compared with the testers' judgments of the children's language preference. Table 2 presents this comparison. The score ranges from +60 to -80. Logically, the closer the difference is to zero, the smaller the difference in the child's preference between the two languages. The greater the score on the positive side, the greater is the preference for Spanish. The greater the score on the negative side, the greater is the preference for English. In the total sample of 30 children, only one was judged to prefer Spanish, 10 were judged as bilingual and 19 were judged to prefer English.

TABLE 2
TEST SCORES vs. EXAMINERS JUDGMENT

Judgment	E	E	B	E	B	B	B	B	B	B	S
Frequency	8	8	1	3	1	1	3	2	1	1	1
Scores	-80 -70		-60	-50	-40	-30	-20	-10	0 10	20	30 40	50	60

Total Score = Spanish - English

If "+40" and "-40" are considered to be the cut-off points of the three categories, a child who scores +40 or more had a stronger preference for Spanish; a child who scored between +40 and -40 was judged a bilingual child and a child who scored -40 or less had a preference for English. Among the 30 children tested, only one who scored less than -40 was judged to prefer English. This indicates that the scoring system is quite consistent with the examiner's judgment.

Validity

The purpose of the S/ELPS is to assist the classroom teacher in determining which language will be most effective to use in teaching the child at the beginning of the school year. If the test results can determine a child's language preference as well as the teacher's judgment after she has been with the child for sometime or a period of time, this test can be considered to be valid. Therefore, the test results and the teacher's judgment were compared.

A contingency table between the examiner's judgment and the teacher's judgment may be found in Table 3.

TABLE 3

TEACHER'S JUDGMENT vs. EXAMINER'S JUDGMENT

Examiner's Judgment	Teacher's Judgement		
	English	Bilingual	Spanish
Spanish			1
Bilingual	1	5	4
English	18	1	

Of the 30 children, 18 were judged to prefer English, 5 as being bilingual, and 1 as preferring Spanish both by teachers and examiners. One child was judged to be bilingual by the examiner but as preferring English by the teacher. One was judged to be bilingual by the teacher but as preferring English by the examiner.

Four were judged to be bilingual by the examiner but as preferring Spanish by the teacher. Generally speaking, those judgments were consistent with one another.

An analysis of variance was calculated to yield statistical information concerning validity. The subjects were classified as being either Spanish, Bilingual or English according to the teacher's judgment. Using each child's total S/ELPS scores, a one-way ANOVA was computed. The results are presented in Table 4.

TABLE 4

ANOVA ON TOTAL SCORE

Source of Variation	df	Sum of Squares	Mean Squares
Total	29	45079.47	1554.46
Between Groups	2	33202.46	16601.23
Remainder	27	11877.01	439.89

A ratio between SS_B and SS_T was calculated -- $SS_B/SS_T = 0.7365$. The square root of SS_B/SS_T is equal to 0.8582. SS_B/SS_T is the proportion of common variance between test scores and teachers' judgment to the total variance. The square root of SS_B/SS_T is the validity correlation coefficient.

One other approach was also used to calculate the correlation between S/ELPS scores (continuous date) and the teachers' judgments (categorical data). The first step was to calculate mean scores for each of the three groups. Then, each group mean score was used as the score of every individual in that group. A Pearson product moment correlation coefficient was calculated between the individual S/ELPS scores and group mean scores. An $r = 0.8582$ was again obtained.

Reliability

Two questions concerning the reliability of the S/ELPS were raised: 1) if a child is administered the same test twice, will the results be the same? and 2) If a child's S/ELPS performance is rated by different individuals, will they reach the same conclusion?

To answer these questions, the correlation coefficients were calculated on different combinations of test results and independent raters. These are presented in Table 5.

TABLE 5

RELIABILITY COEFFICIENTS

Combinations	Spanish	English	Total
Test-Retest	r = 0.945	r = 0.850	r = 0.934
Test & Rater X	r = 0.991	r = 0.937	r = 0.987
Test & Rater Y	r = 0.991	r = 0.958	r = 0.986
Test & Rater Z	r = 0.987	r = 0.970	r = 0.987
Inter Rater (Y&Z)	r = 0.993	r = 0.967	r = 0.988

The first row in Table 6 contains the test-retest reliability figures for the Spanish Section, the English section and the Total. They are: r = 0.945, r = 0.850, and r = 0.834. The initial testing session was tape recorded. Fourteen children were tested by the linguistic specialist, and the recording was then rated again by the same specialist (Rater X). The reliability coefficients for the two sections and the total were: r = 0.991, r = 0.937, and r = 0.987. Due to recording problems, only 13 of the 16 initial tests administered by classroom teachers were tape recorded. These were all rated by both rater Y and rater Z. The correlation coefficients between the original test results and the results from the recordings rated by Y were r = 0.991, r = 0.958, and r = 0.986. The correlation coefficients between the original test results and the results from the recordings rated by rater Z were: r = 0.987, r = 0.970, and r = 0.987. The inter rater reliability coefficients (recordings rated by both rater Y and rater Z) were: r = 0.993, r = 0.967, and r = 0.988.

All the correlation coefficients in Table 6 were quite high. Among them, the test-retest reliability for the English section (r = 0.850) is the lowest. However, it is still acceptable.

Discussion

Content validity has been established by review of speech pathologists, bilingual teachers and linguistic consultant. The Spanish and English sections have been shown to be of equal difficulty. However, in the Spanish section there are 22 items, while in the English section there are 20 items. It is recommended that there should be an equal number of items in both sections. Data obtained from item one in the Spanish section yielded no information as to language preference. It is therefore possible that this item could be deleted.

As far as practacility is concerned, the total S/ELPS instrument requires less than 15 minutes to administer. The bilingual teachers involved in this study reported no problems in administering the test after having read the test manual. The toys and pictures in the test kit are easily obtainable.

As far as the design and sample are concerned, as indicated before, they were not ideal. Data were collected in July. By that time, most of the children had been in school for at least six months. Some children who were Spanish speakers or bilinguals earlier tended to become more proficient in English with increased time spent in school, and were thus classified as English speakers. Therefore, the scoring system and the resulting validation data do not represent the real situation under which the test will be used, (i.e., the beginning of the school year). "Wrong response" may also yield important information regarding language preference. It is recommended that each appropriate response be classified under "gesture," "1 or 2 words" or "sentence" and the language of the wrong response be in addition to a check in the "wrong response" category.

As far as the validity is concerned, the teacher's judgment was used as the criterion. But teachers' judgments are not infallible. The validity coefficient of 0.86 is satisfactory. But if the total sample had included more Spanish and bilingual children, the validity coefficient might be different. It is recommended that another sample of four-year-old Mexican-American children

who have just started school be tested in a further validation study. If the S/ELPS is also intended to be used with five-year-old and six-year-old Mexican-American children nation widely, it is recommended that a similar validation study be carried out for groups of children who have just started school at places other than Austin, Texas.

As for the reliability of the S/ELPS, the test-retest as well as raters' reliability coefficients were quite high. This may indicate that the test manual was clearly written, that the 5 categories were well defined, and that children perform consistently on this variable. The correlation coefficient between recording rated by raters and testing results involves only consistency between different raters. The correlation coefficient between the recording on the test by the linguistic specialist and the real testing by the same specialist involves only the difference in the same rater at different times. Since all the reliability coefficients were quite high, it may be concluded that S/ELPS is a reliable instrument for four-year-old Mexican-American children in Austin, Texas.

SPANISH/ENGLISH LANGUAGE PREFERENCE SCREENING (S/ELPS-PART II-English)

Child _____ Age ____ Teacher _____ Date _____

Write S, E, or S/E in column 3 or 4.
Place ✓ in column 1 or 2.

	1 No Response (✓)	2 Gesture (✓)	3 1 or 2 Words (S, E, or S/E)	4 Several Words or Sentences (S, E, or S/E)	Wrong Response
1. GENERAL QUESTIONS					
(a) Do you have any brothers or sisters?					
(b) What do you like to do at home?					
Comments: _____					
2. NAMING OBJECTS (Place box II on the table; tell the child to open it and to take out the toys)					
What do you call this? (point to each object) baby/dolly					
bed/basket					
spoon					
purse					
penny/money					
car					
Comments: _____					
3. FOLLOWING DIRECTIONS					
(a) Put the car in the box.					
(b) Give me the purse and the penny/money.					
Comments: _____					
4. DESCRIBING OBJECTS					
(a) (Point to doll, bed, spoon) Tell me about these OR What can you do with these?					
(b) (Push doll, bed, spoon to one side; place purse and penny on the table) Tell me about these OR What can you do with these?					
Comments: _____					
5. NAMING AND DESCRIBING PICTURES					
(a) (Playground) Look at this picture. What do you see?					
What is this? (point to swing) _____					
Where are the children?					
What are they doing?					
(b) (Drive-in) Look at this picture. What do you see?					
Where are they?					
What are they doing?					
What is this? (point to the movie screen) _____					
Comments: _____					

INITIAL TEACHING LANGUAGE (circle one): Spanish Bilingual English

SPANISH/ENGLISH LANGUAGE PREFERENCE SCREENING (S/ELPS-PART I-Spanish)

Child _____ Age ____ Teacher _____ Date _____

Write S, E, or S/E in column 3 or 4.
Place ✓ in column 1 or 2.

	1 No Response (∅)	2 Gesture (♪)	3 1 or 2 Words (S, E, or S/E)	4 Several Words or Sentences (S, E, or S/E)	Wrong Response
1. PREGUNTAS GENERALES					
(a) ¿Te gusta la escuela?					
(b) ¿Qué te gusta hacer en la escuela?					
Comentarios: _____					
2. NOMBRAR LOS OBJETOS (Ponga la caja I en la mesa; dígale al niño que la abra y saque los juguetes)					
¿Cómo se llaman éstos? (apunte hacia cada juguete) taza/vaso					
plato					
tenedor					
cowboy					
caballo					
pelota					
Comentarios: _____					
3. SEGUIR DIRECCIONES					
(a) Pon la pelota en la caja.					
(b) Dame el cowboy y el caballo.					
Comentarios: _____					
4. DESCRIBIR JUGUETES					
(a) (Apunte hacia el plato, la taza y el tenedor.) Dime qué puedes hacer con éstos.					
(b) (Quite el plato, la taza y el tenedor. Ponga el cowboy y el caballo en la mesa.) Dime qué puedes hacer con éstos.					
Comentarios: _____					
5. DESCRIBIR RETRATOS					
(a) (La piñata) Ahora mira este dibujo. ¿Qué ves allí?					
¿Qué están haciendo?					
¿Qué es esto? (apunte hacia el palo que el niño tiene en la mano)					
¿Para qué es el palo?					
(b) (El payaso) Ahora mira este dibujo. ¿Qué ves allí?					
¿Dónde están?					
¿Qué están haciendo?					
¿Qué tiene el niño en la mano?					
Comentarios: _____					

APPENDIX F

CRITERION REFERENCED TEST (CRT)
UNITS 1-15 (BECP, LEVEL II)

MATERIALS FOR LEVEL II

PRETEST

The following materials are to be assembled in advance for use with this test. Some of the materials are available in the classroom from the units indicated and others must be provided by the teacher. Items below preceded by an asterisk (*) are included with this test.

1. a medium-sized paper bag; 2 rubber balls of the same size and color; 2 large oblong wooden beads of the same size and color; 2 inch cubes of the same color.

2. 12 inch cubes (2 red, 2 blue, 2 yellow, 2 green, 2 orange, 2 purple); a container for the inch cubes.

3. II-4-Visual (d): 1 picture (B); II-1: 4 geometric shape punchouts of the same color (1 square, 2 in. x 2 in., 1 rectangle, 2 in. x 3 in., 1 triangle, 1-1/2 in. on each side, 1 circle, approx. 1-1/4 in. diameter).

4. II-Pretest & Mastery Test One-Item 3: 2 sheets of apple silhouettes. Cut apart the pictures prior to the test. Cut 3 pictures apart, one of each size.

5. an inch cube; a container

6. II Mastery Test Two-Item 1: design card; 12 inch cubes (2 red, 2 blue, 2 yellow, 2 green, 2 orange); a container for the inch cubes; 3 crayons/felt-tip pens (red, orange, green). Color the design card prior to the test.

7. II-3-Auditory (b): 1 picture sheet with 4 pictures: bed, dress, apple, elephant; a large sheet of paper to cover the picture sheet

8. II-13-Visual (c): design card #1; pegboard; 30 pegs (15 blue, 15 green); a basket/container for the pegs; 2 crayons/felt-tip pens (blue, green). Color the design card prior to the test.

9. II-15-Visual (d): picture of jungle with animals hidden in it.

10. 2 identical match boxes or plastic pill bottles; a screen; 1 tablespoon of salt; 4 paper clips. Fill one match box/pill bottle with the salt and fill the other with the paper clips.

*11. 6 pictures (cat, hat, coat, boat, moon, spoon).
(gato, pato, casa, taza, luna, cuna).

12. 4 objects (inch cube, large wooden bead, scissors, chalk).

*13. workcard

14. II-3-Auditory (b): 3 animal photographs (horse, cow, hen); II-8-Ideas (a): photograph of mother patrol; II-8-Ideas (b): 3 photographs of community helpers (mother patrol, doctor, postman).

15. a lemon; a lime. Choose fruit that is not very ripe.

16. II-6-Auditory (c): 4 pictures (drum, triangle, maracas, bells).

*17. 9 pictures: 3 toys, 3 vehicles, 3 tools

18. II-11-Ideas (a): 2 photographs (bakery, house).

19. large doll. The doll should not be wearing shoes or socks; other clothing may be worn.

20. II-Mastery Test Two-Item 7: dot-to-dot workcard; crayon.

21. chalk or masking tape. Mark four 6-in. lines on the floor 6 inches apart.

22. a walking board; a 6-in. red construction paper circle; tape. Tape the circle on a wall at the child's eye level. Place the walking board perpendicular to the wall in front of the red circle and with the wide plank up.

1. Materials: paper bag with ball, bead, and inch cube inside; ball, bead, and inch cube for models

Place a ball, a bead, and a block on the table in front of the child. Give the child the bag containing the remaining three objects.

Maestra: EN ESTA BOLSA HAY ALGUNAS COSAS QUE SON IGUALES A ESTAS COSAS DE LA MESA (point to the models on the table). METE LA MANO EN LA BOLSA PERO NO MIRES DENTRO. TOCA UNA DE LAS COSAS. CON LA OTRA MANO APUNTA A LA COSA DE LA MESA QUE SEA IGUAL A LA QUE TOCASTE.

Teacher: THIS BAG HAS SOME OBJECTS IN IT JUST LIKE THESE (point to the models on the table). PUT ONE HAND IN THE BAG, BUT DON'T LOOK. FEEL ONE OF THE OBJECTS. WITH YOUR OTHER HAND, POINT TO THE OBJECT ON THE TABLE THAT IS THE SAME AS THE ONE YOU FEEL.

Hold the child's hand in the bag until he responds.

Scoring: The child must point to the object on the table that is the same as the one he feels in the bag. Have the child remove the object he touched from the bag so that you can verify his choice from the selection on the table.

2. Materials: 12 inch cubes in six colors (red, blue, yellow, green, orange, purple); container for the inch cubes

Place an inch cube of each color on the table.

Maestra: ESTOS BLOQUES SON DE DIFERENTES COLORES.

Point to or hold up the inch cubes one at a time and ask:

¿DE QUÉ COLOR ES ESTE BLOQUE?

After the child has labeled the six colors, give the container to the child.

ESTOS SON OTROS BLOQUES. JUNTA TODOS LOS BLOQUES QUE SEAN DEL MISMO COLOR.

Teacher: HERE ARE SOME BLOCKS THAT ARE DIFFERENT COLORS.

Point to or hold up the inch cubes one at a time and ask:

WHAT COLOR IS THIS?

After the child has labeled the six colors, give the container to the child.

HERE ARE MORE BLOCKS. PUT TOGETHER ALL THE BLOCKS THAT ARE THE SAME COLOR.

Scoring: The child must provide the label for each of the six colors. Then he must match the 12 inch cubes by color.

3. Materials: 1 picture sheet of geometric shape pictures; 4 punchouts

Place the picture in front of the child. Give him the punchouts.

Maestra: MIRA LAS FORMAS. PON CADA UNA SOBRE LA MISMA FORMA EN ESTE DIBUJO.

Teacher: LOOK AT YOUR SHAPES. PUT EACH SHAPE ON THE SAME SHAPE ON THIS PICTURE.

Scoring: The child must place the punchout of each shape on a matching shape in the picture. Matches are to be made by shape; matching by size is not required.

4. Materials: 6 apple silhouettes

Place the picture with a large apple silhouette, a medium silhouette, and a small silhouette in sequence on the table.

Maestra: MIRA ESTAS MANZANAS. SON DE DIFERENTES TAMAÑOS. (Point to the large silhouette.) ¿DE QUÉ TAMAÑO ES ÉSTA? (Pause and then point to the small silhouette.) ¿DE QUÉ TAMAÑO ES ÉSTA?

After the child has responded, give him the remaining three silhouettes.

PON TUS MANZANAS SOBRE LA MESA DE LA MISMA MANERA (point to the models).

Teacher: LOOK AT THESE APPLES. THEY ARE DIFFERENT SIZES. (Point to the large silhouette.) WHAT SIZE IS THIS ONE? (Pause and then point to the small silhouette.) WHAT SIZE IS THIS ONE?

After the child has responded, give him the remaining three silhouettes.

PUT YOUR APPLES ON THE TABLE LIKE THESE (point to models).

Scoring: The child must identify the large and the small apple silhouettes by saying "Big" and "Little." Then he must sequence his three silhouettes from largest to smallest from his left to his right to match the model.

5. Materials: an inch cube and a bowl

Have the inch cube and the bowl near you on the table.

Maestra: TENGO UN CUBO Y UNA SOPERA. MIRA DÓNDE PONGO EL CUBO. (Place the block in the bowl) ¿DÓNDE ESTÁ EL CUBO?

After the child responds, place the bowl upside down over the block.

¿DÓNDE ESTÁ EL CUBO AHORA?

Teacher: I HAVE A BLOCK AND A BOWL. WATCH WHERE I PUT THE BLOCK. (Place the block in the bowl) WHERE IS THE BLOCK?

After the child responds, place the bowl upside down over the block.

WHERE IS THE BLOCK NOW?

Scoring: The child must identify the spatial relationships demonstrated by stating the location of the block in each case. He must say the following:

"En la sopera" (or "adentro de la sopera")	"In the bowl"
"Debajo de la sopera"	"Under the bowl"
"Al lado de la sopera" (or "Junto a la sopera")	"Beside the bowl" (or "Next to the bowl")

6. Materials: inch cube design card; 12 inch cubes; a container for the cubes

Give the child the container of inch cubes and the design card.

Maestra: MIRA ESTE DISEÑO. PON TUS BLOQUES SOBRE LA MESA COMO ESTÁN LOS BLOQUES DEL DISEÑO.

Teacher: LOOK AT THIS DESIGN. PUT THE BLOCKS ON THE TABLE TO MAKE THE DESIGN.

Scoring: The child must reproduce the design with the blocks on the table.

7. Materials: 4 photographs (horse, duck, bird, pig); cover sheet

Place the photographs on the table in a row facing the child. Point to each one and name the animal shown. For example:

Maestra: AQUÍ ESTÁN UNOS DIBUJOS, UNA CAMA, UN VESTIDO, UNA MANZANA Y UN ELEFANTE. FÍJATE BIEN Y ACUÉRDATE CUÁLES SON.

Place the sheet of paper over the pictures.

DIME CUÁLES DIBUJOS VISTE.

Teacher: HERE ARE SOME PICTURES. A BED, A DRESS, AN APPLE, AND AN ELEPHANT. LOOK AT THEM AND REMEMBER THE PICTURES YOU SEE.

Cover the pictures.

TELL ME THE PICTURES YOU SAW.

Scoring: The child must name 3 of the 4 pictures.

8. Materials: design card; pegboard; 30 pegs; container for pegs

Place the pegboard and the container of pegs on the table in front of the child.

Maestra: AQUÍ HAY UN TABLERO Y UNAS ESTAQUILLAS. ÚSALOS PARA HACER UN DISEÑO IGUAL A ÉSTE. (Give the child the design card.)

Teacher: HERE ARE A PEGBOARD AND SOME PEGS. USE THEM TO MAKE A DESIGN LIKE THIS ONE. (Give the child the design card.)

Scoring: The child must reproduce the design with the pegs on the pegboard.

9. Materials: picture of jungle

Show the child the picture.

Maestra: HAY UNOS ANIMALES ESCONDIDOS EN ESTE DIBUJO. ENSÉÑAME DONDE ESTÁN LOS ANIMALES.

Teacher: THERE ARE SOME ANIMALS HIDDEN IN THIS PICTURE. SHOW ME WHERE THE ANIMALS ARE HIDDEN.

Scoring: The child must point to at least 3 of the four animals hidden in the large picture.

10. Materials: match box/bottle filled with salt; box/bottle filled with paper clips; screen

Position the screen on the table between yourself and the child. Then place the sound boxes on the table on your side of the screen.

Maestra: VOY A HACER DOS SONIDOS DETRÁS DEL BIOMBO. ESCUCHA Y DIME SI LOS SONIDOS SON IGUALES O NO.

Behind the screen, shake one sound box a few times. Pause for a few seconds, then shake the other box a few times.

¿SON IGUALES LOS SONIDOS?

Teacher: I WILL MAKE TWO SOUNDS BEHIND THE SCREEN. LISTEN AND THEN TELL ME IF THEY ARE THE SAME OR NOT THE SAME.

Behind the screen, shake one sound box a few times. Pause for a few seconds, then shake the other box a few times.

ARE THE SOUNDS THE SAME?

Scoring: The child must say "no."

11. Materials: 6 pictures (gato, pato, casa, taza, luna, cuna)
(cat, hat, boat, coat, moon, spoon)

Place three pictures on the table facing the child--two of words that rhyme, and the third of a word that does not rhyme with the other two. Use the following groupings but vary placement of rhyming pair in the groups:

Spanish--	gato, pato, cuna	English--	cat, hat, moon
	casa, taza, gato		boat, coat, hat
	luna, cuna, taza		moon, spoon, boat

Maestra: VOY A NOMBRAR ESTOS DIBUJOS. ENTONCES DIME LOS DOS NOMBRES QUE RIMAN. ESCUCHA.

Point to each picture and name it, e.g., GATO. PATO. CUNA.

DIME LOS DOS NOMBRES QUE RIMAN.

Follow the same procedure for the other groups of three pictures.

Teacher: I WILL NAME THESE PICTURES. THEN YOU NAME THE PICTURES THAT RHYME. LISTEN.

Point to each picture and name it, e.g., CAT. HAT. MOON.

SAY THE NAMES THAT RHYME.

Follow the same procedure for the other groups of three pictures.

Scoring: The child must name the rhyming words in two of the three pairs of rhyming words.

12. Materials: 4 objects (inch cube, bead, scissors, chalk)

Place the four objects on the table and ask the child to name them.

Be sure he knows the names of all the objects.

Place the screen between yourself and the child, hiding the objects from his view.

Maestra: VOY A NOMBRAR ALGUNAS DE LAS COSAS. TIZA. CUBO. TIJERAS.

Remove the screen.

APUNTA A LAS COSAS QUE NOMBRÉ.

Place the screen between yourself and the child, hiding the objects from his view.

Teacher: I WILL NAME SOME OF THE OBJECTS. CHALK. BLOCK. SCISSORS.

Remove the screen.

POINT TO THE OBJECTS I NAMED.

Scoring: The child must point to the block, the scissors, and the chalk. Memory for the sequence of the words is not being tested here, only memory for the series of words named.

13. Materials: workcard.

Give the child the workcard.

Maestra: ESTOS DIBUJOS SON DE COSAS QUE USAMOS. VOY A HABLAR DE ALGUNOS DE ELLOS. APUNTA A LOS DIBUJOS DE QUE HABLO. ESCUCHA BIEN.

APUNTA A ALGO EN QUE DUERMES. (pause)

APUNTA A ALGO CON QUE JUEGAS. (pause)

APUNTA A ALGO QUE TE PONES PARA ESTAR CALIENTITO. (pause)

APUNTA A ALGO CON QUE COMPRAS LAS COSAS.

Teacher: THESE ARE PICTURES OF THINGS WE USE. I WILL TALK ABOUT SOME OF THEM. POINT TO THE PICTURES I TALK ABOUT. LISTEN CAREFULLY.

POINT TO SOMETHING YOU USE TO SLEEP IN. (pause)

POINT TO SOMETHING YOU PLAY WITH. (pause)

POINT TO SOMETHING YOU WEAR TO KEEP WARM. (pause)

POINT TO SOMETHING YOU USE TO BUY THINGS.

Scoring: The child must point to at least three of the four objects described.

. Materials: 3 animal photographs (horse, cow, hen);
3 helper photographs (mother patrol, doctor, postman)

Place the animal photographs on the table facing the child.

Maestra: ESTOS SON DIBUJOS DE ANIMALES QUE NOS AYUDAN. VOY A HABLAR DE UN ANIMAL. ENTONCES APUNTA AL ANIMAL DE QUE YO HABLO.

TENGO CUATRO PATAS Y VIVO EN UN RANCHO. TE DOY LECHE PARA TOMAR. ¿QUÉ SOY?

After the child responds, remove the animal photos and place the community worker photos on the table.

ESTOS DIBUJOS SON DE PERSONAS QUE NOS AYUDAN. APUNTA AL AYUDANTE DE QUE YO HABLO.

USO UNIFORME CON UNA BACHA. SJENO UN PITO PARA DECIRTE QUE TENGAS CUIDADO CUANDO CRUZAS LA CALLE. ¿QUIÉN SOY?

Teacher: THESE ARE PICTURES OF ANIMALS THAT HELP US. I WILL TELL YOU ABOUT ONE OF THEM. THEN YOU POINT TO IT. LISTEN.

I HAVE FOUR LEGS AND LIVE ON A FARM. I HELP BY GIVING MILK FOR YOU TO DRINK. WHAT AM I?

Scoring: The child must point to the photograph of the cow and then must point to the photograph of the mother patrol.

15. Materials: a lemon; a lime

Place the fruit on the table.

Maestra: ÉSTAS SON DOS FRUTAS. TÓCALAS, MÍRALAS Y HUÉLELAS. (Pause for the child to do so.) AHORA DIME CÓMO SON DIFERENTES. (pause) MUY BIEN. AHORA DIME EN QUÉ SE PARECEN.

Teacher: HERE ARE TWO FRUITS. TOUCH THEM, LOOK AT THEM, AND SMELL THEM. (Pause for the child to do so.) NOW, TELL ME HOW THEY ARE DIFFERENT. (pause) GOOD, NOW TELL ME HOW THEY ARE THE SAME.

Scoring: The child must state one way the fruits are different or one way they are the same. Differences may be in color or in fragrance. Likenesses may be in shape, texture or taste. It is also acceptable if the child says the fruits are alike because they are both food/fruit, both can be eaten, or both have seeds.

16. Materials: 4 pictures (drum, triangle, maracas, bells)

Show the child the pictures.

Maestra: MIRA ESTOS DIBUJOS DE INSTRUMENTOS MUSICALES. (pause) APUNTA AL TAMBOR. (pause) HAZ COMO QUE TIENES UN TAMBOR Y ENSÉÑAME CÓMO SE TOCA. (pause) MUY BIEN. AHORA APUNTA A LAS MARACAS. (pause) ENSÉÑAME COMO SE TOCAN LAS MARACAS.

Teacher: LOOK AT THESE PICTURES OF MUSICAL INSTRUMENTS. (pause) POINT TO THE DRUM. (pause) PRETEND YOU HAVE A DRUM AND SHOW ME HOW TO PLAY IT. (pause) GOOD. NOW POINT TO THE MARACAS. (pause) SHOW ME HOW TO PLAY THEM.

Scoring: The child must point to the picture of the drum and pantomime the striking action used to play it. Then he must point to the picture of the maracas and pantomime the shaking action used to play them. If he points to the wrong picture, correct him by showing the right picture and then tell him to demonstrate how to play the instrument.

17. Materials: 9 pictures (car, bus, truck, hammer, saw, screwdriver, rag doll, puzzle, ball)

Spread the pictures randomly on the table.

Maestra: MIRA ESTOS DIBUJOS. JUNTA TODOS LOS DIBUJOS DE LAS COSAS QUE SEAN DE LA MISMA CLASE.

Teacher: LOOK AT THESE PICTURES. PUT TOGLTHER THE PICTURES THAT ARE THE SAME KIND.

Scoring: The child must sort the pictures into three groups--vehicles, tools, and toys.

18. Materials: 2 photographs (bakery, house)

Place the photographs on the table in front of the child.

Maestra: MIRA ESTOS DIBUJOS DE EDIFICIOS. DIME CÓMO SON DIFERENTES.

After the child has responded, say:

LOS DOS EDIFICIOS TIENEN PUERTAS. (Point to the door in each picture.) ¿POR QUÉ TIENEN PUERTAS?

Teacher: LOOK AT THESE PICTURES OF BUILDINGS. (pause) TELL ME HOW THE BUILDINGS ARE DIFFERENT.

After the child has responded, say:

LOOK, BOTH BUILDINGS HAVE DOORS. (Point to the door in each picture.) WHY DO BUILDINGS HAVE DOORS?

Scoring: The child must state one difference between the bakery and the house. The difference may be in function or in physical characteristics. Then he must state the function of doors.

19. Materials: a doll

Hold up the doll.

Maestra: VOY A APUNTAR A ALGUNAS PARTES DEL CUERPO DE ESTA MUÑECA. NOMBRA LAS PARTES.

Point to the foot, the arm, and the head. Each time ask:

¿QUÉ ES ESTO?

Remove the doll.

APUNTA A TU PIERNA. (pause) APUNTA A TU NARIZ. (pause)
APUNTA A TU MANO. (pause) ¿DÓNDE ESTÁ TU BOCA? (pause)

¿POR QUÉ TENEMOS OÍDOS? (pause)
¿QUÉ ACTIVIDADES PODEMOS HACER CON LOS PIES Y LAS PIERNAS? (pause)
¿QUÉ ACTIVIDADES PODEMOS HACER CON LAS MANOS Y LOS BRAZOS?

Teacher: I WILL POINT TO SOME BODY PARTS ON THIS DOLL. TELL ME THE NAMES OF THE PARTS.

Point to the foot, the arm, and the head. Each time ask:

WHAT IS THIS?

Remove the doll.

SHOW ME YOUR LEG. (pause) WHAT DO WE DO WITH OUR FEET AND LEGS? (pause) WHAT DO WE DO WITH OUR HANDS AND ARMS?

Scoring: The child must name the foot, the arm, and the head as you point to them. Then he must point to his leg, his nose, his hand, and his mouth. Last, he must state at least one function of the ear, feet/legs, and hands/arms.

20. Materials: dot-to-dot workcard; crayon

Give the child the crayon and the workcard.

Maestra: DIBUJA UNA LÍNEA CONECTANDO LOS PUNTOS PARA HACER UN DIBUJO DE UNA CASA. EMPIEZA AQUÍ. (Point to the dot at the top left.)

Teacher: DRAW A LINE FROM DOT TO DOT TO MAKE A PICTURE OF A HOUSE. START HERE. (Point to the dot at the top left.)

Scoring: The child must connect the dots to make a house.

THE FOLLOWING TWO ITEMS MAY BE GROUP GAME-LIKE ACTIVITIES WITH EACH CHILD BEING TESTED INDIVIDUALLY.

21. Materials: chalk or masking tape to mark the jumping area

Stand in the area where you have marked the measuring lines.

Maestra: TE VOY A ENSEÑAR COMO BRINCAR. FÍJATE. VOY A JUNTAR LOS PIES MIENTRAS BRINCO.

Demonstrate by standing behind the first line. Lean forward slightly, and jump, keeping your feet together and swinging your arms forward.

Scoring: The child must jump at least 6 inches. Each child should be given three chances to jump this distance.

22. Materials: walking board; 6-in. diameter red circle

Stand near the area where you have set up the board and taped the circle.

Maestra: VAMOS A ANDAR POR ESTA TABLA MIENTRAS MIRAMOS EL CÍRCULO ROJO. FÍJATE COMO LO HAGO YO.

Demonstrate walking forward the length of the board, keeping your eyes on the circle.

ANDA POR LA TABLA COMO YO LO HICE. MIRA EL CÍRCULO.

When the child has done so, move the board so that it is parallel to the wall and in front of the circle.

AHORA FÍJATE COMO ANDO DE OTRA MANERA POR LA TABLA.

Demonstrate walking sideways along the board, keeping your eyes on the circle.

ANDA POR LA TABLA COMO YO LO HICE. MIRA EL CÍRCULO.

Teacher: WE ARE GOING TO WALK ON THE WALKING BOARD WHILE LOOKING AT THE RED CIRCLE. WATCH ME DO IT.

Demonstrate walking forward the length of the board, keeping your eyes on the circle.

NOW YOU WALK LIKE I DID. LOOK AT THE RED CIRCLE.

When the child has done so, move the board so that it is parallel to the wall and in front of the circle.

NOW WATCH ME WALK ANOTHER WAY.

Demonstrate walking sideways along the board, keeping your eyes on the circle.

NOW YOU WALK LIKE I DID. REMEMBER TO LOOK AT THE CIRCLE.

Scoring: The child must walk forward along the walking board and then must walk sideways along the board, keeping his eyes on the circle each time. The child should have three chances to perform each activity.

CONCEPTS

1. Tactile Discrimination
   Motor Training, Units 5, 7

2. Identifying Colors
   Discriminating Colors
   Visual Training, Unit 1

3. Matching Geometric Shapes
   Visual Training, Unit 4

4. Visual Sequence
   Visual Training, Units 5, 6

5. Recognizing Spatial Relationships
   Visual Training, Units 7, 8

6. Reproducing Block Designs in Three Colors
   Visual Training, Unit 8

7. Memory for Pictures
   Visual Training, Units 9, 12, 15

8. Reproducing Pegboard Designs
   Visual Training, Unit 13

9. Figure-Ground Discrimination
   Visual Training, Unit 15

10. Gross Discrimination between Sounds
    Auditory Training, Unit 5
    Same and Not the Same Sounds
    Auditory Training, Unit 7

11. Rhyming Words
    Auditory Training, Unit 13

12. Memory for a Series of Words
    Auditory Training, Unit 9

13. Furniture and Its Function
    Ideas & Concepts, Unit 14
    Money
    Ideas & Concepts, Unit 12
    Toys
    Ideas & Concepts, Unit 13
    Clothing
    Ideas & Concepts, Unit 15
    Following Directions
    Auditory Training, Units 12, 14, 16

14. Animals and How They Help Us
    Ideas & Concepts, Unit 3
    Community Workers and How They Help Us
    Ideas & Concepts, Unit 8

15. Comparison and Contrast of Foods
    Ideas & Concepts, Unit 7

16. Pantomime
    Motor Training, Unit 8
    Musical Instruments and Methods of Playing Them
    Ideas & Concepts, Unit 6

17. Categorizing Pictures
    Ideas & Concepts, Units 3, 6, 7, 12
    Vehicles
    Ideas & Concepts, Unit 4
    Tools
    Ideas & Concepts, Unit 9
    Toys
    Ideas & Concepts, Unit 13

18. Comparison of Pictures
    Ideas & Concepts, Unit 11

19. Naming Body Parts
    Locating Body Parts
    Visual Training, Unit 2
    Function of Body Parts
    Ideas & Concepts, Unit 2

20. Ocular Motor Coordination
    Eye-Hand Coordination
    Motor Training, Units 14, 15

21. Gross Motor Coordination: Jumping
    Motor Training, Units 3, 9, 15

22. Balance and Gross Motor Coordination
    Motor Training, Unit 6

APPENDIX G

OBSERVATIONAL CHECKLISTS FOR REFERRAL (OCR)

1. ABSTRACT
2. CONSULTANT REVIEW
3. TEACHER REVIEW
4. EVALUATION REPORT

OBSERVATIONAL CHECKLISTS FOR REFERRAL

ABSTRACT

Purpose: The checklists and instructional guide provide teachers of 4-year-old Mexican American children with (1) a method of identifying those children who need additional in-depth physical and/or psychological evaluation, (2) information on referral sources, and (3) suggestions for classroom management.

Rationale: Early identification of children is essential in order to (1) prevent disabilities from becoming handicapping conditions and (2) provide adapted or supplemental instructions as needed. Without training and information on how to identify children with existing and/or potential problems, the classroom teacher may not recognize problems.

Description: The OCR consists of a one-page General Checklist referenced to Specific Checklists in the areas of health, vision, hearing, speech, motor, and social/emotional, along with a list of organizational and informational sources. The teacher is to fill out a General Checklist for each child in the classroom, and Specific Checklists for children who need them. Each specific checklist contains instructions describing concrete behaviors and physical conditions for the teacher to look for, together with illustrations of disabilities when necessary. They also contain specific instructions on how to prepare the children to be tested for vision and hearing. Lists of organizational and informational sources assist the teacher in obtaining professional assistance for children who need it.

Progress to date: Initial development of the General and Specific Checklists was based on a review of the literature, a review of existing checklists, and professional experience. The first version of the checklists was design tested and reviewed by three classroom teachers and ten classroom aides. Following revision of the checklists, an instructional guide was developed. The guide and checklists were reviewed by an external consultant and revised accordingly. Design test of the fourth revised version was completed by five teachers with the 100 project children. Revisions have been completed, based on this data.

Additional development:	To field test the checklists and instructional guide with 4- and 5-year-old children in other locations.
	To validate the pilot test and checklists and instructional guide with 5-year-old Mexican American children.
	To pilot test the checklist and instructional guide with Black and Anglo 4- and 5-year-old children.

Name _____ Date ____ ____ ____
yr. mo. day

Observer _____ Birthdate ____ ____ ____
yr. mo. day

Age ____ ____
yrs. mos.

General Checklist

____ 1. Is frequently sick or seems to have poor health. (A)

____ 2. Frequent colds, sore throat, runny nose, or cough. (A)

____ 3. Frequently complains of pain or aches. (A)

____ 4. Often seems tired; lacks energy. (A)

____ 5. Frequent or extreme hunger or thirst. (A)

____ 6. Seems very small or thin; underweight. (A)

____ 7. Eyes appear to be red, watery, crusty, or sore. (B)

____ 8. Seems to have trouble seeing. (B)

____ 9. Seems to have trouble hearing. (C, D)

____ 10. Doesn't speak clearly; speech is hard to understand. (C, D)

____ 11. Extremely restless all the time; can't seem to stay still. (C, E)

____ 12. Does not get along with other children. (E)

____ 13. Very easily upset; has tantrums or cries often. (E)

____ 14. Has extreme difficulty paying attention and concentrating on what he is doing. (C, D, E)

____ 15. Seems unaware of what goes on around him; seems to "live in his own world." (E)

____ 16. Acts like a much younger child; seems very slow for his age. (E, F)

____ 17. Seems fearful, anxious, or tense much of the time. (E)

____ 18. Seems unusually clumsy or awkward. (F)

____ 19. Stands, sits, or walks in an unusual way. (F)

____ 20. Cannot work with toys or play games as well as other children his age. (E, F)

____ None of the above items describe this child.

Name _____ Date _____

Observer _____

A. Health Checklist

1. General physique
   - _____ Extremely overweight
   - _____ Extremely underweight
   - _____ Sudden loss of weight
   - _____ Uncoordinated, clumsy
   - _____ Other _____

2. Skin condition
   - _____ Very pale complexion
   - _____ Dark circles under eyes
   - _____ Itching or rash. Where? _____
   - _____ Sores. Where? _____
   - _____ Wounds or injuries. Where? _____
   - _____ Cuts and bruises slow to heal
   - _____ Other _____

3. Head and mouth
   - _____ Lice
   - _____ Sore throat
   - _____ Bad teeth
   - _____ Runny nose
   - _____ Other _____

4. Limbs and extremities
   - _____ Deformity. Explain _____
   - _____ Bluish tinge to nails
   - _____ Other _____

5. Signs of illness
   - _____ Excessive fatigue
   - _____ Fever
   - _____ Other _____

6. Complaints or reports of distress
   - _____ Headaches
   - _____ Stomach aches
   - _____ Body pains. Where? _____
   - _____ Earaches
   - _____ Other _____

7. Breathing
   - _____ Mouth breathing
   - _____ Difficult or wheezy breathing
   - _____ Shallow, rapid breathing
   - _____ Coughing
   - _____ Other _____

8. Diet and eating

_____ Seems to be getting a poor diet. Explain _____
_____

_____ Excessive hunger
_____ Excessive thirst
_____ Poor appetite
_____ Protruding stomach
_____ Eats non-foods. What? _____
_____ Other _____

9. Restroom behavior

_____ Frequent bowel movement
_____ Frequent or painful urination
_____ Vomiting
_____ Other _____

10. Overall health seems to be

_____ Improving
_____ Getting worse
_____ Same

Name _____ Date _____

Observer _____

C. Hearing Checklist

1. Condition of ears

_____ a. Complains of earaches

_____ b. Tugs or pulls at ears

_____ c. Drainage from ears

_____ d. Excessive wax or dirt in ears

_____ e. Other _____

When does the problem occur? _____

2. Hearing

_____ a. Does not listen

_____ b. Has trouble following directions

_____ c. Seems to have trouble understanding

_____ d. Uses gestures instead of talking to communicate

_____ e. Does not respond when spoken to from behind or from across the room

_____ f. Does not react to sudden noises

_____ g. Watches speaker's face very closely

_____ h. Speaks very softly or in a monotone

_____ i. Asks for frequent repetitions (Huh? What?)

_____ j. Unusually loud voice

_____ k. Turns head to one side or other

_____ l. Other _____

When does the problem occur? _____

3. Associated problems

_____ a. Frequent colds, sore throats, etc.

_____ b. Speech problems

_____ c. Dizziness

_____ d. Other _____

Name _____ Date _____

Observer _____

D. Speech Checklist

_____ 1. Mispronounces certain sounds. Which ones? _____
a. English _____ b. Spanish _____

_____ 2. Mispronounces certain words. Which ones? _____
a. English _____ b. Spanish _____

_____ 3. Speech cannot be understood: a. English _____ b. Spanish _____

_____ 4. Leaves sounds off the ends of words: English _____ b. Spanish _____

_____ 5. Omits most consonant sounds: a. English _____ b. Spanish _____

_____ 6. Tongue sticks out when talking: a. English _____ b. Spanish _____

_____ 7. Frequently repeats himself on words or phrases: a. English _____
b. Spanish _____

_____ 8. Frequently repeats sounds or syllables: a. English _____ b. Spanish _____

_____ 9. Many interjections (uh, mm, etc.): a. English _____ b. Spanish _____

_____ 10. Speaks very slowly: a. English _____ b. Spanish _____

_____ 11. Speaks very fast: a. English _____ b. Spanish _____

_____ 12. Starts to say something but stops as if looking for the right word
a. English _____ b. Spanish _____

_____ 13. Seems bothered by his communication problem

_____ 14. Voice is:
_____ a. hoarse
_____ b. soft, quiet
_____ c. too loud
_____ d. nasal, whiney
_____ e. other _____
_____

_____ 15. Has trouble understanding what is said to him: a. English _____
b. Spanish _____

_____ 16. Has trouble expressing himself: a. English _____ b. Spanish _____

_____ 17. Talks very little or not at all

_____ 18. Talks like a much younger child

_____ 19. Other _____

_____ 20. Associated problems
_____ a. hearing problems
_____ b. frequent coughs, colds, etc.
_____ c. missing teeth
_____ d. Other _____

Name _____ Date _____

Observer _____

E. Social/Emotional Checklist

_____ 1. Crying or tantrums (circle one or both)
a. In what situations? _____
b. How often? _____

_____ 2. Withdrawal
a. In what situations? _____
b. How often? _____

_____ 3. Restlessness
a. In what situations? _____
b. How often? _____

4. Problems getting along with other children
_____ a. Hits or fights physically with other children
_____ b. Yells or calls names
_____ c. Does not cooperate; bothers or interferes with others
_____ d. Avoids other children; does not interact with them
_____ e. Other _____

5. Problems getting along with adults
_____ a. Avoids adults; does not interact with them
_____ b. Clings to adults
_____ c. Hits or fights with adults
_____ d. Demands constant attention from adults
_____ e. Other _____

_____ 6. Always plays by himself

7. Destructive behavior
_____ a. Tries to hurt himself
_____ b. Tries to break objects and toys
_____ c. Tries to hurt other children

_____ 8. Frequent changes of mood
How frequent? _____
In what situations? _____
What happens? _____

9. Nervous habits
_____ a. Puts hands or fingers in mouth a great deal
_____ b. Fidgets or "fiddles" with hands, small objects, clothing, etc.
_____ c. Other _____

_____ 10. Very slow in speech and language development, motor skills, social behavior, and learning development

_____ 11. Other learning problems _____

Name _____ Date _____

Observer _____

F. Motor Checklist

_____ 1. Poor or unusual posture

2. Walking

_____ a. pigeon-toed; turns toes in

_____ b. turns toes out

_____ c. walks on tiptoes much of the time

_____ d. stumbles or falls

_____ e. walks stiff-legged

_____ f. Other _____

_____ 3. Does not alternate feet going up or down stairs

_____ 4. Runs or jumps with unusual difficulty

_____ 5. Apparent weakness of muscles

_____ 6. Twitching or jerking movements

_____ 7. Trembling or shaking

_____ 8. Complains of pain after physical exercise

9. Fine motor

_____ a. Has trouble picking up small objects

_____ b Cannot stack 8 1-inch cubes

_____ c. Cannot work preschool puzzles

_____ d. Has unusual trouble using crayons

_____ e. Other _____

_____ 10. Missing or deformed limb(s)

Which? _____

Describe _____

Other _____

EXTERNAL REVIEW OF OBSERVATIONAL CHECKLISTS FOR REFERRAL

Consultant: Dr. Ernest Gotts, University of Texas

BACKGROUND

The purpose of Observational Checklists for Referral is to provide the teacher with an easily administered checklist-type instrument for identifying children with existing or potential problems. The instrument was developed for use by preschool teachers with minimal or no training in screening and testing procedures. It is designed for use with four-year-old Mexican American children. The checklists have been design tested and revised, and further design testing is planned. The manual has been reviewed and revised, but design testing with teachers has not yet been accomplished. The instrument is therefore not in final form, and further revisions are expected after design test results are gathered. Long-range goals include testing and validating the instrument for use with three- and five-year-olds and pilot and field testing for four-year-olds.

QUESTIONS

The purpose of the consultant review is to obtain an independent expert evaluation of the product prior to further design testing. The evaluation should focus on the following considerations:

A. What are the best aspects of the instrument, the parts that ought to be retained through later revisions?

B. What changes need to be made? Consider the following aspects:

1. The organization, scope, and language of the manual
2. The organization of the checklists and the appropriateness, clarity, and wording of the items
3. Other aspects requiring changes or revision

C. How great and how widespread is the need for an instrument such as this?

D. How can the use of the instrument be expanded to include the following target groups:

1. Three- and five-year-olds
2. First graders
3. Children from various ethnic and socio-economic backgrounds

E. Other comments and suggestions

A review of current screening practices and available instruments revealed no measures that answered the requirements of this project. Teacher-administered screening devices for preschoolers appear to be limited to a few individually administered tests such as the Denver Developmental Screening Test and various locally developed checklists, rating scales, and adaptations of standardized tests. Validated Screening measures for bilingual preschool children seem to be virtually nonexistent. Suggestions for further reading, particularly on preschool screening, are welcome. Literature review has included the following sources of information:

1. Early identification of Handicapped Children (Cartwright and Cartwright, Computer Assisted Instruction Laboratory.)

2. Denver Developmental Screening Scale (Frankenberg, Dodds, and Fondell)
3. "Identification of Children Needing Special Help" (Frankenberg)
4. "Speech and Hearing Checklist" (Masland, 1970)
5. Developmental Schedules (Gesell, Arnold, Poll, McCarthy)
6. Numerous informal checklists from several schools and school districts
7. Printed materials from the organizations listed in the table of the manual
8. "The Young Child with Special Problems" (Evans)
9. Screening battery - Carroll County Schools
10. Valett Developmental Survey of Basic Learning Abilities

CRITIQUE OF PARENTAL INTERVIEW FORM

AND INSTRUCTIONS TO INTERVIEWERS

1. The items seem developmentally appropriate to me. One minor point--I feel that it is within normal variation for some four year olds to function with the peer group in parallel fashion rather than cooperatively. The questions relating to peer relations need to be asked; my point is with respect to interpretation.

2. Items are stated positively in my opinion.

3. Except where I have made notations on the copy, the items are stated in unambiguous terms. I feel it is better, however, to formulate all questions so as to avoid yes and no responses (it is not always possible to do so).

4. I do not feel that the interview is too long or too short. If interviewers are trained to proceed at a fairly standard rate with parents who are not offering elaborated responses, still asking enough follow through questions; a fairly good amount of information about the way parents view the child will be available. Interviewers should be instructed to listen somewhat longer if parents seem very eager to talk, even though the interview form has been completed.

5. I would rearrange order to start with question about what parents are most pleased with the child for. In relationshi! to item three above, although the items are positive in nature, ordering the interview with a very positive beginning would seem to set a positive tone for the whole interview.

6. There are items which ask for some inference, but without training the parents to avoid interpretation, one will get inferences in any case. A behavioral analysis is more appropriate later, rather than on initial contacts with the home. I do feel that even initially it is important to formulate your inquiries in behavioral terms in so far as possible.

Instruction

1.a Teachers should be very clear that the information is the parents' perception--not an accurate account of the child's competence. Should they have a different picture of the child that is reason for follow through inquiry.

1.b Certainly either discrepancy between parents' view of the child or the problem which parental response might indicate are cause for considering potential interfering factors.

2. Most comments regarding the text are to be found in the copy. I would underline the desirability of grouping all general principles related to the interview at the beginning. Specific clarifications should be referenced to those sections or items to which they relate.

3. For the most part the language is easy to follow. Avoid, however, any suggestion that the interviewer's role has anything to do with diagnosis.

Regarding the Total Package

1. To make the item exportable I would feel more comfortable if there were guidelines and materials for a trainer for conducting the training sessions.

2. (I do not understand the direction of the question.) The whole package seems applicable to identification of potential problem based on parental perception. Caution should be included in inferring more than perception of child's functioning. Any significant parental concern that can indicate anxiety over the child's status is worth following through pregrammatically.

3. I strongly recommend audio-visual training materials modeling appropriate and illustrating inappropriate interviewing. Film cartridges cassettes would seem a very exportable fashion, 16mm would be more exportable. Reel or cassette audiotape of interviewing could be used for training in general questioning and probing skills.

Overall Comment

I feel very positive about the potential of the interview when packaged with appropriate training manuals and materials. Trainers to go with the package initially or to monitor its use would be an excellent addition--perhaps you can include this in the design test phase of development and evaluate the extent which training is making better interviewers of teachers.

Evelyn H. Gott

Review of the Observational Checklists for Referral

The Observational Checklists for Referral were reviewed by a group (N=10) of paraprofessional teachers working in day care centers. These persons are attending a class in child development taught by a SEDL staff member (Caroleta Oliveros), and the reading and discussion of the checklists and instructional manual were part of their class activities. The evaluation and critique were carried on as an informal discussion. The following comments were made:

1. The introduction was seen by the group as somewhat meaningless--they did not see the point.

2. The General Checklist was viewed as informative and easy to use.

3. The group frequently needed clarification of the importance of Specific Checklist items. They often were unsure of why the conditions or behaviors indicated problems.

4. The group liked the Following Through sections that told how to help the child adjust.

5. The group wanted more information on how handicapping conditions affect learning.

6. The group felt that more emphasis should be given to unusually loud or soft voice.

7. They felt it was unclear at points whether the observation was being done for one child or a group of children.

8. They said it was not clear that the conditions and behaviors on the checklists need to be chronic before indicating a problem.

9. The group said they wanted more examples and felt that illustrations would be helpful.

10. The group said that the relationship between the Specific Checklist instructions and the checklists themselves were not always clear.

The following comments were made by Ms. Oliveros:

1. The group had no difficulty in reading and understanding the instructions, but they were somewhat dismayed by the length of some sections.

2. There was a tendency for them to take the items as diagnostic rather than as indicators of possible problems.

3. The importance and purpose of referral did not seem clear to the group.

4. The group seemed unwilling or unable to talk about the Social/ Emotional Checklist.

Based on these comments and suggestions, the revision of the instructional guide for the Observational Checklists for Referral should encompass the following changes:

1. The introduction should state the purpose and rationale clearly and without elaboration.

2. The format of each instructional section should closely parallel the checklist it accompanies.

3. More examples and illustrations should be included.

4. The educational implications of the various problems should be further emphasized.

5. Social/emotional problems should be discussed in more concrete terms.

6. The individual child should be the focus of discussion rather than "children" as a group.

7. Referral as a purpose for using the checklists should be emphasized more.

Evaluation Report - OCR

Introduction. It was essential that the Ability Development Project identify children in the five project classrooms who were experiencing various types of problems. Tentative identification could be made from test performance and the observations of classroom problems was also needed. Project teachers had had no special training in identifying and working with handicapped children. It was therefore necessary to alert them to the observable signs of handicapping conditions. A checklist-type instrument for recording observations appeared to be most appropriate for this purpose.

A review of available literature revealed no checklists which answered the needs of this Project. Most such instruments are designed for school-aged children and contain vocabulary familiar only to those with specific training in education. Project staff undertook to develop an appropriate checklist.

The rationale for item selection was as follows: 1) The checklist should require little of the teacher's time to complete, given that she has had sufficient observation time. 2) The items should describe deviant behavior in non-technical language. 3) The items should be developmentally related to the behavior of four-year-olds. 4) The items should be linguistically and culturally unbiased so that behaviors that are normal for the child's culture are not seen as deviant. 5) The items should include common behavioral indicators of problems in health, vision, hearing, speech, motor development, and social/emotional adjustment.

An initial pool of items was gathered from checklists and literature on problems in the six areas to be included (see Appendix A - Bibliography). Other items were contributed by teachers and special educators. It became

apparent that a checklist that included all the common indicators of problems would be long and unwieldy for a teacher to administer to all the children in her class. A two-step process for administering the checklist therefore was developed.

A General Checklist was designed to be administered to all children in a class. The purpose of the General Checklist was to identify the child's area of difficulty and to screen out children who are not perceived by the teacher as having problems. Six Specific Checklists were designed only for children identified on the General Checklist. The General Checklist and the six Specific Checklists were reviewed internally by teachers and parents and by an outside consultant. Revisions were made, and the checklists were design-tested in three non-project classrooms at Allen Center.

First Design Test Cycle. The first phase of design test of the Observational Checklists for Referral (OCR) was conducted in three Model Cities Day Care Center classrooms (N = 68 children). These three classrooms were non-Project and did not participate in other Project activities. The ratings were done in one classroom by the classroom teacher, and in the other two by teacher assistants. One of the assistants was working in a classroom which had no teacher and the other completed the ratings without having received instructions on how to use the instrument. The supervising teacher, who had received instructions, gave the checklists to the assistants to complete, without providing instructions.

The process by which the OCR ratings were made during the first design test cycle differed from the proposed standard administration. The teacher was asked first to rate each child with the General Checklist of twenty items. After these ratings were collected by Project staff, the teacher was then given five Specific Checklists to complete for 48 of the 68 children. Since the ratings utilizing the General Checklist and those obtained by use of the

Specific Checklists were made at separate times, results from the two rating procedures will be reported separately.

A. Results From General Checklist: Overall, 41 out of a total of 68 children (60%) rated were checked as having at least one handicapping condition out of the 20 listed on the General Checklist. Of the 41 children who were checked as having problems, 12 were checked on only one item, seven on two items, nine on three items, seven on four items, and six on five or more items.

Eleven of 23 children (47%) were rated as having no problems by the one teacher who participated. Eleven of 24 children (46%) were rated as having no problems by one assistant, and five children out of 21 (24%) were rated as having no problems by the other assistant. The assistant who rated such a high percentage of children as having problems was the one who had received no previous instructions. Across all classrooms, 27 children out of a total of 68 (39%) were rated as having no problems.

The most frequently checked item across all three classrooms was Item 4--Poor speech--(21 children). The proportion of children checked on this item was approximately the same in all classrooms (around one-third). Speech problems are easily noticed, even by untrained observers. The large number of children with speech problems as perceived by teachers may be related to a high incidence of speech disorders in the sample or to teacher expectations.

The second most frequently checked item was Item 17--Trouble paying attention--(16 children). This item was rarely checked by one teacher, but was checked for approximately one-third of the children by the other two.

The third most commonly checked item was Item 3--Auditory--(15 children). This item was checked quite frequently in one classroom (one-third of children), but rather infrequently in the other classrooms.

The fourth most frequently checked item was Item 19--Immaturity--(12 children). Five-sixths of these ratings came from one classroom and may reflect teacher bias, lack of knowledge of normative behavior, or misunderstanding of the item.

The fifth most frequently checked item was Item 14--Hyperactivity--(11 children). It was anticipated that this item might be viewed as descriptive of a larger proportion of children than that proportion which would actually be diagnosed as "hyperactive" by a professional observer.

The next most frequently rated item was Item 15--Peer interpersonal relations--(8 children). The seventh item was Item 7--Fine motor coordination--(7 children). The eight item was Item 16--"Very easily upset; has tantrums or cries often"--(5 children). Each of the remaining items was checked for at least one child. This data is summarized in Table C-1.

The frequency with which items were within each general problem area represented by the items was also considered. There were in the initial design test version, five general areas of disability: Visual (A), Auditory/Speech (B), Motor (C), General Health (D), and Social/Emotional (E). Out of a total of 116 separate items checked in the three classrooms, only two were in the Visual area.

The two Auditory items were checked 36 times. When divided by number of items representing the area (36 ÷ 2 = 18), these two items received the largest proportion of checks.

The three Motor items elicited ten checks overall. Seven of these checks, however, were based upon the ratings of one teacher. A consistent proportion across classrooms of checks in the Motor area was not found.

The six items contributing to the General Health area elicited only ten checks. Six of these observations were made by one teacher.

TABLE C-1

OCR

FREQUENCY OF CHECKS ON GENERAL CHECKLIST BY ITEM

FIRST DESIGN TEST CYCLE

General Checklist Item	Frequency of Checks				
	Teacher 1	Aide 1	Aide 2	Total	Rank
1	0	1	0	1	
2	k	0	0	1	
3	3	4	8	15	3
4	6	8	7	21	1
5	1	1	0	2	
6	0	0	1	1	
7	1	6	0	7	7
8	3	0	0	3	9.5
9	0	0	1	1	
10	0	0	1	1	
111	0	0	3	3	9.5
12	1	0	1	2	
13	0	1	0	1	
14	2	4	5	11	5
15	1	2	2	5	8
17	6	8	2	16	2
18	1	1	2	4	
19	2	10	0	12	4
20	2	0	0	2	
None	11	5	11	27	
Total N	23	21	24	68	

The seven items contributing to the Behavioral/Emotional problem area elicited 58 checks, by far the largest number of checks for one area. If the total number of checks is divided by the number of items contributing to the area (58 ÷ 7), this results in an average of 8.28 checks per item in this area. Problems in the Auditory/Speech area and in the Social/Emotional area accounted for 81% of all problems checked. This data is summarized in Table C-2.

TABLE C-2

OCR

FREQUENCY AND PERCENTAGE OF CHECKS
ON GENERAL CHECKLIST BY AREA

FIRST DESIGN TEST CYCLE

AREA	N = 23 Teacher 1 N = 12		N = 21 Aide 1 N = 16		N = 24 Aide 2 N = 13		TOTAL	
Visual	1	(3%)	1	(2%)	0	(0%)	2	(2%)
Auditory	3	(10%)	4	(8%)	8	(22%)	15	(13%)
Speech	6	(20%)	8	(16%)	7	(19%)	21	(18%)
Motor	2	(6%)	7	(14%)	1	(3%)	10	(9%)
Health	3	(10%)	1	(2%)	6	(16%)	10	(9%)
Learning	15	(50%)	28	(57%)	15	(41%)	58	(50%)
Total	30		49		37			

The teacher who rated her own classroom checked fewer children and items indicating the presence of problems than did either assistant. This suggests the possibility that the teacher may be less inclined, because of learning and/or experience, to view a child's behavior as a sign of problems. The assistants, with fewer competencies and skills for working effectively with children, might be more prone to view unusual behavior as a sign of problems.

The checklists for children who were checked on more than one item were next examined for patterns in the combination of items checked. Five out of seven children who were checked on two items received both checks on items relating to the same general problem area. For six of the eight children checked on three items, at least two items were in the same general problem area. For children receiving more than three checks, there was also a consistent tendency for the checks to be restricted to two areas. The largest number of items checked for one child was nine. Data concerning number of checks per child may be found in Table C-3.

Children in a number of classrooms were also independently evaluated for the presence of learning-related problems by a 21 page checklist developed by Child, Inc. A list of children who were judged to have learning-related problems according to this checklist and who were enrolled in the three classrooms where the OCR was first design tested was obtained. There were nine such children, and all nine of these children were also judged to have at least one problem when rated with the OCR General Checklist. Furthermore, these children tended to be among those identified by the General Checklist as having multiple problems.

Based upon these preliminary General Checklist findings, it was recommended that the wording of five items (3, 4, 14, 17, 19) be revised so

that the intention of the item would be more clearly communicated to the teachers who would be rating the children.

TABLE C-3

OCR

FREQUENCY OF GENERAL CHECKLIST ITEMS
CHECKED BY NUMBER OF CHILDREN CHECKED

FIRST DESIGN TEST CYCLE

Number of Items Checked	Teacher 1	Aide 1	Aide 2	Total
0	11	5	11	27
1	4	5	3	12
2	3	1	3	7
3	2	4	3	9
4	1	4	2	7
5^{+}	2	2	2	6

B. Specific Checklist Results. Of the 48 children who served as subjects for first cycle of design test of the Specific Checklists, 43 (89%) received at least one check.

A total number of 471 symptoms were checked on the Specific Checklists. The teacher rater made 239 checks; one asssistant made 178 checks, and the other made only 54 checks. The teacher with 239 checks made only 30 checks on the General Checklist; while the assistant with 54 Specific Checklist checks made 37 checks on the General Checklist. Of the total items checked, 128 (27%) were in the Speech area. Items in the Social/Emotional area received 101 checks (21%), as did the items in the Auditory area. Items in

Health area were checked 64 times (14%); the Visual area had 41 checks (9%); and the Motor area had 38 checks (8%). This information is summarized in Table C-4.

TABLE C-4

OCR

FREQUENCY AND PERCENTAGE OF CHECKS
BY AREA ON SPECIFIC CHECKLISTS

FIRST DESIGN TEST CYCLE

	CLASSROOM 1		CLASSROOM 2		CLASSROOM 3		TOTAL
Visual	31	(13%)	3	(6%)	7	(4%)	41
Auditory	38	(16%)	10	(19%)	51	(29%)	99
Speech	60	(25%)	21	(39%)	47	(26%)	128
Motor	16	(7%)	0	(0%)	22	(12%)	38
Health	42	(18%)	6	(11%)	16	(9%)	64
Social/Emotional	52	(22%)	14	(26%)	35	(20%)	101
Total	239		54		178		471

C. Relationship Between General and Specific Checklist Data. The General Checklist and the Specific Checklists for each child (where both lists were available) were matched and the data from the two compared. Some children who were checked on the General Checklist were not checked by the teacher on the corresponding Specific Checklist. Five patterns between the ratings on the two checklists emerged: 1) children who were not checked on either the General or the Specific Checklists, 2) children who were not checked on the General list but were checked on at least one of the Specific lists, 3) children who were checked on the General list but were not checked

on any Specific lists, 4) children who were checked on the General and the Specific lists in consistent areas, and 5) children who were checked on the General and the Specific lists in inconsistent areas. Inconsistent check patterns are defined as one of the folowing: a) General Checklist item(s) checked with no corresponding checks in the appropriate area(s) on the Specific Checklist, or b) Specific Checklist items checked when there was no General Checklist item checked in the same area. There were only three children (of the 48 who were rated on both parts of the OCR) who were not checked on either the General or the Specific Checklists. Six children were not checked on the General Checklist, but were checked on at least one of the Specific Checklists. Two children were checked on the General Checklist, but not on any of the Specific Checklists. There were 16 children who were checked on both the General and the Specific Checklists in consistent areas. Finally, 21 children received checks on both the General and the Specific Checklists, but in inconsistent areas.

D. Discussion. There are different implications in the two patterns of inconsistent checking between the General and the Specific Checklists. "Pattern" 1 (checked on the General list, but not checked on the Specific list) is not as serious as "Pattern" 2 (not checked on the General list, but checked on the Specific list). This is because in the standard procedure for using the OCR, the rates will not use the Specific Checklist if the child was not checked on the General list. Factors that could cause "Pattern" 1 include: a) poor wording of a General Checklist item in that it is not clearly related to any Specific Checklist symptom descriptions, b) presence of an "intuitive feel" on the part of the rater that diminished upon reading the more detailed symptoms; c) deciding that

one's initial rating was incorrect after reading fine checklists, and d) failure on the part of the rater to read in detail all of the Specific Checklist symptoms. Some of these problems may be minimized when the proposed standard procedure is followed since a smaller number of Specific Checklists will then be read. Using the proposed standard procedure, however, a rater may feel obliged, for the sake of consistency, to check a Specific Checklist item in the area where she has just checked a General Checklist item. Instructions should include the admonition that a Specific Checklist item need not be checked if none apply. The General Checklist observation may still be valid.

Factors that could cause "Pattern" 2 include: a) the General Checklist item is not sensitizing the rater to the general problem area, which suggests that the wording of the General item should be revised or refined, b) the Specific items are inappropriately placed in one of the Specific Checklist areas (such as colds in the Visual area) or, are repeated in too many areas, and c) simple error or oversight when rating with the General Checklist.

E. Additional Recommendations. After comparing the relationship between items checked on the General and the Specific Checklists, the following recommendations for revision were made:

1. An additonal item should be added to the General Checklist relating to the presence of chronic "colds, runny nose, or sore throat."

2. The visual item on the General Checklist concerning physical abnormalities/disease of eyes apparently required rewording.

3. All Auditory checks on the General Checklist should be referred to the Specific Checklists for both the Speech and the Auditory areas.

4. The Fine Motor Coordination item on the General Checklist apparently required rewording. It was also suggested that any child checked on this reworded item should be further screened on both the Motor and the

Social/Emotional Checklists.

5. The posture item on the General Checklist required some very minor wording change.

6. Children checked on the General Checklist on Items 14 or 17 (Social/Emotional) should be further checked not only on the Social/Emotional Checklist, but also on the Auditory and Speech Checklists. This suggestion was based upon the high degree of correlation observed between these two items being checked on the General list and later checks on the Auditory and Speech Checklists.

The OCR was revised in accordance with the above recommendations, and a manual of instructions was prepared to accompany the checklists.

The three raters differed from one another in the proportion of checks given in all but one of the areas--Social/Emotional. Of the 40 checks on the Specific Visual list, 28% were related to colds or allergic symptoms, and 43% were physical symptoms of the eye. Twenty-three percent of the checks were for visual behavior.

Of the 101 checks on the Auditory Checklist, 22% referred to related problems, (i.e., colds or speech problems), and 31% related to the child's responses to verbal stimui. Of the 128 checks on the Speech Checklist, 20% did not directly involve speech. Of the 35 checks on the Motor Checklist, 54% concerned fine motor problems and 17% concerned posture.

There were 66 checks on the Health Checklist. Of these, 17% concerned general health, 27% indicated nutrition/metabolism problems, 27% concerned respiratory problems, 9% related to digestive problems, and 18% were miscellaneous symptoms. There were 101 items checked on the Social/Emotional Checklist. This data is summarized by classroom in Table C-5.

TABLE C-5

OCR

FREQUENCY OF CHECKS PER ITEM ON SPECIFIC CHECKLISTS

FIRST DESIGN TEST CYCLE

VISUAL		AUDITORY		SPEECH		MOTOR		HEALTH		SOCIAL/ EMOTIONAL	
Item	N=40	Item	N=101	Item	N=128	Item	N=35	Item	N=66	Item	N=101
1.a	8	1.a	2	1.*	3	1.	6	1.a	8	1.	7
b	4	b	1	2.	3	2.	2	b	3	2.	10
c	2	c		3.	13	3.a	1	c		3.	8
d	3	d	2	4.	1	b		d		4.a	8
e		e	1	5.	1	c	1	2.a	5	b	3
f		2.a	15	6.	2	d	2	b	4	c	5
g	2	b	14	7.	6	e	1	c		d	4
2.a	2	c	12	8.	1	f		d	4	e	2
b	3	d	3	9.	3	4.	2	e		5.a	2
c	3	e	13	10.	12	5.		f		b	2
d		f	2	11.	3	6.a	2	g	1	c	1
e		g	3	12.	1	b	2	h		d	5
f		h	3	13.	5	c	8	i	2	e	
g	1	i	3	14.	*21	d	6	j		6.	3
h		j	4	15.	10	e	1	k	2	7.a	
		k	1	16.	5	7.		3.a	9	b	1
4.a		4.a	7	17.	16	8.	1	b	7	c	4
b	1	b	15	18.	11	9.		c		8.	4
c		c		19.	1	10.		d		9.a	7
		d		20.		11.		e		b	7
				21.a	4			f		c	
				b	5			g		10.	14
				c	1			h		11.	4
								7.	1		

* a. 0, b. 12, c. 3, d. 5, e. 1

Second Design-Test Cycle

Introduction. After the revisions indicated by the first design-test were completed and the manual written, the OCR was design-tested in the five Project classrooms. The teachers at Canterbury Center completed the checklists for their children after reading the manual. The manual checklists were then revised according to the results and recommendations from an external consultant. The instrument was then design-tested at Allen and Riverside Centers. The purpose and procedures were the same for both versions used in the second design-test cycle, and the results for all classrooms were considered together.

Teachers in the five Project classrooms were requested to fill out the one-page General Checklist for each child in their classroom. In addition, teachers were requested to fill out any one of the six Specific Checklist(s) which corresponded to the General item(s) checked for a given child.

An additional procedure was also implemented. A subsample of children in four of the classrooms who had not been checked on the General Checklist was selected by Project staff. Included in this subsample were children who were judged by observers to: (a) have handicapping conditions, and (b) be free of handicapping conditions. The children in this subsample from each of the four classrooms were rated again on all Specific Checklists (Visual, Auditory, Speech, Motor, Health, and Social/Emotional). The teachers were to check any items that were descriptive of a particular child. This additional procedure was followed in order to determine whether the General Checklist, in its present form, was sufficiently sensitive for teachers to identify children with potentially handicapping conditions. If a significant number of children who were not checked on the General Checklist were then checked on the Specific Checklists, instrument revision would appear to be advisable.

Descriptive Results By Classroom.

1. Classroom 1 (Canterbury): During the initial screening, only three of the 18 children were checked on the General Checklist. Of the seven additional children assessed on the Specific Checklists, only one was rated as having a problem. Thus, a total of 22% were designated as having problems, and only one of seven children was later picked on the Specific Checklist as having a problem. Of these four children, three were checked in two general areas. Item 4 (Speech) was checked twice, Item 2 (Vision) once, Item 18 (Social/Emotional) once, and the Health area was chosen for the one child who was detected later only on the Specific Checklist.

2. Classroom 2 (Canterbury): During the initial screening, five of the 18 children were checked on the General Checklist. Of the nine additional children assessed by the Specific Checklists, four were chosen as having problems. Thus, a total of 50% were designated as having problems and four of nine who were not initially designated as having problems were later chosen by the Specific Checklists. Of the five children originally chosen, one was checked in only one area, two were checked in two areas, one was checked in three areas, and one was checked in four areas. Of the additional four children checked on the Specific Checklists, one was checked in one area, one in two areas, and two were checked in three areas. Overall, two children were designated as having problems in one area, three as having problems in two areas, three as having problems in three areas, and one as having problems in four areas.

For all children checked, whether originally on the General Checklist, or later on the Specific Checklists, three children were described as

having Auditory problems, and three as having Speech problems. In addition, two were checked in the Motor area, five in the Health area, and seven were checked in the Social/Emotional area.

3. Classroom 3 (Riverside): There were no follow-up procedures subsequent to the initial screening in this classroom. Eight out of 17 children (47%) were designated as having one or more problems on the General Checklist. Of these, four children, were judged to have a problem in only one area and two were judged as having problems in four areas. There were four checks in the Health area, two checks in the Speech area and 11 in the Social/Emotional area.

4. Classroom 4 (Allen): Twelve children out of a total of 20 (60%) were designated on the General Checklist as having problems. Five children who were not initially checked on the General Checklist were then screened again with the Specific Checklists. None of these children were described as having problems on the second screening with the Specific Checklists. Four children were judged to have only one problem, six were judged to have two problems, one as having three problems, and one as having 11 problems.

There were six checks in the Health area, two in the Auditory area, and nine in the Speech area. There was one check in the Motor area, and 12 in the Social/Emotional area.

5. Classroom 5 (Allen): Eleven children out of a total of 20 (55%) were originally designated on the General Checklist as having problems. Five children who were judged to be free of problems were then screened again with the Specific Checklists. None of these children were judged to have problems on this second screening. Eight of the children were judged to have problems in only one area, two in two areas, and one in four areas.

There were two checks in the Health area, two in the Speech area, two in the Motor area, and 10 in the Social/Emotional area items.

Descriptive Results Across All Five Classrooms.

Out of a total of 93 children enrolled in the five classrooms at the time the OCR was administered, 44 (47%) were checked as having problems in at least one area. Of these children, 39 (42%) were checked originally on the General Checklist, and the remaining five were checked later with the Specific Checklists. All five of the children not identified on the General Checklist were from one center, four of them from one classroom. Of the 44 children checked, 21 were judged to have problems in only one area, 12 judged to have problems in two areas, six in three areas, four in four areas, and one in 11 areas. The term "area" refers to an item on the General Checklist except in the case of the five children not originally designated as having problems by the General Checklist. For these children, "area" refers to one of the six areas corresponding to the six Specific Checklists.

Across all classrooms, there were 19 checks (21%) in the Health area. Of these, six were checked on Item 1 (Sick/poor health), four on Item 2 (Colds/sore throat), one on Item 3 (Aches/pains), four on Item 4 (Tired/lacks energy), two on Item 5 (Hunger/thirst), and two on Item 6 (Small/underweight). In all classrooms, only one child (1%) was described as having a Visual problem (Acuity). Five children were judged to have Auditory problems (5%). There was a total of 40 checks in the Social/Emotional area (44%). Of these, 12 were for Item 11 (Extremely restless). Six were for Item 12 (Getting along with other children), and five were for Item 13 (Easily upset). Four were for Item 14 (Difficulty paying attention); six were for Item 15 (Unaware of what goes on around him); five were for

Item 16 (Acts like younger child/slow for age); and two were for Item 17 (Anxious/tense). There was a total of seven checks in the Motor area (7%). Of these, three were for Item 19 (Unusual posture), and four were for Item 20 (Fine motor coordination). Finally, there was a total of 18 checks in the Speech area (20%). This data is summarized in Table C-6.

Suggestions for Further Development

When the first version of the OCR and its accompanying manual was administered 60% of children were checked as possessing potential handicapping conditions. This was a surprisingly large proportion.

On the revised version of the checklist, 47% of the children in Project classrooms (not the same children as these who were rated with the first version) were checked for behaviors that might indicate potentially handicapping conditions. Of these, only 42% would have been chosen as having potential (or actual) problems if only the standard rating procedure had been utilized. The proportion of problems as perceived by teachers was very high. Of crucial importance in this respect is the teacher's attitude toward children's behavior. If a teacher feels unable to work effectively with the child, she may perceive his behavior, even though the child may not be handicapped according to more results of more extensive diagnostic procedures.

Unfortunately, normative data regarding the percentage of four-year-olds (or four-year-old, disadvantaged Mexican-American) with handicapping conditions of different types is not available. The high incidence found by paraprofessional teachers using the OCR may represent actual conditions, teacher bias, or a problem with the instrument itself. Validation of the OCR could not be undertaken by this Project, but is strongly recommended.

TABLE C-6

OCR

FREQUENCY OF CHECKS BY ITEM AND CLASSROOM ON GENERAL CHECKLIST

SECOND DESIGN-TEST CYCLE

AREA	CLASSROOM 1	CLASSROOM 2	CLASSROOM 3	CLASSROOM 4	CLASSROOM 5	TOTAL
Visual	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (1%)
Auditory	0 (0%)	3 (15%)	0 (0%)	2 (7%)	0 (0%)	5 (5%)
Speech	2 (40%)	3 (15%)	2 (11%)	9 (32%)	2 (13%)	18 (21%)
Motor	0 (0%)	2 (10%)	0 (0%)	3 (11%)	2 (13%)	7 (8%)
Health	1 (20%)	5 (25%)	5 (27%)	4 (14%)	2 (13%)	17 (19%)
Social/Emotional	1 (20%)	7 (35%)	11 (61%)	10 (35%)	10 (62%)	39 (45%)
Total	5	20	18	28	16	87

A well-designed validation study would be rather costly, but essential if the results obtained using this instrument are to be used economically for purposes of referral.

A validation study must address several basic questions. First, what is the percentage of children rated by teachers as possessing handicapping conditions of any nature, who are judged by the appropriate professional person or by further screening to actually be handicapped in the area identified by the teacher?

Second, what is the percentage of children who were not rated by the teachers as having handicapping conditions of any sort, and who are judged by an appropriate professional person or by further screening to actually be handicapped in some manner? Finally, are certain handicapping conditions more difficult for a teacher to detect than are other conditions?

By answering these three questions, the validity of the instrument within areas, as well as its overall validity can be determined.

Validation of the instrument for the Visual, Auditory, Speech, and Motor areas does not represent a large potential expenditure. However, validation in the Health and in the Social/Emotional areas would be very expensive with an adequate sample size for validation purposes.

Ideally, a sample of ten classrooms (approximately 200 children) would yield reasonable validation data. This would permit the validation study to be based upon the judgments of 10 different raters (teachers), or 20 raters if each classroom in the study also had an assistant teacher.

Following are some suggested guidelines for the selection of a validation sample and the implementation of a validation study. The reliability of the instrument must also be examined.

1. Select 10 classrooms of four-year-old children in day care centers. All else being equal, it is preferable that these be classrooms that have assistant teachers so that the responses of 20 raters may be obtained. Calssrooms should be selected from centers and/or sites which have ready access to personnel trained in Visual, Auditory and Speech screening.

2. Each teacher and each assistant should (independently) rate each child in the class on the General Checklist, and on the Specific Checklists indicated. Raters should be thoroughly familiar with the manual before rating the children. Ratings by teachers should not be undertaken until the children have been in school for at least one month so that the teacher has adequate time to observe the children's behavior.

3. All children in all 10 classrooms should receive additional screening for Vision, Hearing and Speech. These screenings should be conducted at about the same time, or soon after the teacher ratings. If children are screened prior to the teacher ratings using the OCR, the results of this screening should not be made available to the teacher until after the completion of the ratings, so that the ratings will be unbiased. This will enable the validation of the instrument in Vision, Hearing, and Speech to be based on data from 200 children and at least 10 raters.

4. After the OCR rating forms have been collected, SEDL staff members should select, on a completely random basis, five rating forms from each classroom (OCR ratings on 50 children, five by each classroom teacher). This subsample will represent the validation sample for the Social/ Emotional and Health checklists. It is necessary that this sample be substantially reduced from the original since validation procedures for these two areas require the services of physicians and psychologists to render judgments which will serve as the criteria.

Since 21% of all checks were in the Health area, one would expect, on the average, that one child in each subsample of five will have been rated as having a health problem. Since 44% of all checks were in the Social/Emotional area, one would expect, on the average, that two children in each subsample of five will have been rated as having a Social/Emotional problem.

5. Appropriate analyses of all data will yield separate validity information for each of the six areas. An average validity coefficient could also be derived.

6. Inter-rater reliability: Each child will be rated by both the teacher and the assistant in that child's classroom. Thus 200 children will be rated independently by two raters using the OCR. Results will be correlated and an inter-rater reliability coefficient will be presented.

7. Intra-rater reliability: Each rater will be requested to rate half of the children in the classroom (selected randomly within each classroom) for a second time. Ideally, the interval between ratings should be no more than three weeks. The correlation of these two ratings will yield an intra-rater reliability coefficient.

APPENDIX H

SURVEY OF TESTS ADMINISTERED TO PRESCHOOL CHILDREN IN TEXAS

SURVEY OF TESTS ADMINISTERED TO PRESCHOOL CHILDREN IN TEXAS

Four-year-old bilingual, handicapped children are the focus of a special curriculum development project being conducted by the Southwest Educational Development Laboratory (SEDL) under a grant from the Bureau for the Education of the Handicapped. One part of this project includes the identification and/or development of tests appropriate for Mexican American children of preschool age, in order to identify children in need of special instructional materials. To identify the target population--four-year-old Mexican American children with mild to moderate problems in learning--initial research included a two-fold project: (1) to identify and review tests appropriate for children under age five and to review tests in Title III exemplary programs (*Education Daily*, 1963), and (2) to determine which of these tests are in current use with the target population in Texas.

Of the 2.6 million students enrolled in Texas public schools, an estimated 500,000 have learning problems requiring special attention, according to figures compiled by the Texas Education Agency (TEA). An 18-month study conducted by TEA of Texas special education programs revealed that less than 50 percent of all handicapped children in the past received special instruction. Texas State Plan A, scheduled to be in all Texas public schools by 1976, stipulates that all schools must provide comprehensive educational services for "those children between the ages of 3

and 21 with physical, mental, emotional, and/or learning disabilities." The emphasis is not on the descriptive label, but rather on meeting the child's individual learning needs by providing opportunity consistent with his ability to learn.

At the national level, the Federal Guidelines for Head Start mandate that at least 10 percent of the enrollment in Head Start classes must be comprised of handicapped children. Provision of equal educational opportunities for the preschool handicapped assumes the accurate identification of these children.

Compounding the problem of identifying those in need of special education in Texas is the fact that almost 25 percent of the student population is Mexican American, and many of them are Spanish speakers. Throughout the years, a large number of these children have been labeled as mentally ratarded because they were unable to understand tests administered in English (Meisgier, 1966; Calzoncit, 1971). This fact, along with the state and federal mandates for providing education for the handicapped prior to first grade emphasizes the need for the accurate assessment of young Mexican American children.

Following a review of tests designed for young children and tests used in exemplary Title III projects, the SEDL survey was designed to identify two types of tests: (1) specific tests used to identify children eligible for Plan A at the preschool level, and (2) tests used with Mexican American children in English and in Spanish. The state's Plan A and the large Mexican American population made Texas an exemplary area for conducting the survey.

SURVEY OF TESTS USED

Survey Form

The Survey of Tests in Use consisted of three parts. Listed in Part I were 20 tests identified through the literature review. Respondents at the sites were asked to indicate whether a test was used, and if so, the extent of use as indicated by whether it was used (1) only at special centers or experimental sites, (2) across the school system, or (3) for all preschool children. Respondents delineated the population at each site as (1) Black, (2) Anglo, (3) Mexican American--tests administered in English, and (4) Mexican American--tests administered in Spanish.

In Part II, respondents were asked to list tests that they used for screening or initial identification of children. In Part III, they were requested to list specific tests used or developed to measure particular abilities.

Respondents

Survey forms were mailed to Public Schools, Regional Service Centers, and Head Start Centers throughout the state. Of approximately 1,200 public school kindergartens, 100 were selected at random to participate in the survey. Survey forms were also mailed to 132 Plan A schools, the 20 Regional Service Centers, and 17 Head Start Centers. Table 1 lists the total number of school districts from which the random selection was made, the number of sites to which survey forms were mailed, and the number of responses received.

TABLE 1

SITES SURVEYED

SITES	No. of Possible Sites*	No. of Questionnaires Sent	No. of Responses Received
Public Schools:			
With Kindergarten Programs	1,200	100	18
With Plan A Programs	485	132	58**
Regional Service Centers	20	20	8
Head Start Centers	68	17	**

*Based on 1973 figures.

**Due to lack of site specification on the returned survey forms, the Plan A and Head Start centers were combined for number of responses received and for survey evaluation.

Each respondent was asked to estimate the percentage of Blacks, Anglos, and Mexican Americans enrolled at his site. Not all sites reported the ethnic composition, nor did each site have all three ethnic groups represented. The systems varied greatly in ethnic composition, ranging from a totally homogeneous enrollment to a tri-ethnic balance. Table 2 shows the number of schools that reported some enrollment of each specified ethnic group.

TABLE 2

ETHNIC COMPOSITION OF SITES RESPONDING

SITE	No. Responding	Black	Anglo	Mexican American
Public Schools:				
With Kindergarten Programs	18	11	17	13
With Plan A Programs & Other	58	47	55	51
Regional Service Centers	4**	4	4	4
Head Start Centers*				

*Included in Plan A figures.

** Eight Regional Service Centers responded to the survey, but only four answered the question concerning ethnic composition of sites.

SUMMARY OF SURVEY RESPONSES

Listed Test Instruments

Shown in Table 3 are the responses concerning the use of 20 diagnostic tests specified on the survey. Responses were received from 62 Plan A schools, 21 public school kindergartens, and 8 service centers. The tests are listed in order of frequency of use by each type of site, with the purpose of testing and target population tested specified for the total group using each test. As revealed in the table, the Peabody Picture Vocabulary Test was used by the largest number of sites (78), followed by the Stanford-Binet (64), IPAT Culture-Fair Intelligence Test (62), Wechsler Preschool and Primary Scale of Intelligence (WPPSI) (56), Frostig (51), and Slosson Intelligence Test (45). The Test of Basic Experiences (TOBE), while not used extensively in the public schools, was administered by all eight service centers, and the Raven Coloured Progressive Matrices and the Leiter International Performance Scale were fairly widely used by public school kindergartens. Of the tests administered to Mexican Americans, almost twice as many were given in English as in Spanish (436 vs. 221). Whether the tests administered in Spanish were on the basis of a standard written translation or an extemporaneous translation was not indicated, nor was it noted whether the same children received tests in two languages or whether different populations were tested in English and in Spanish.

Almost all of the tests were used primarily throughout the school system. The Denver Developmental Scale was used largely for diagnosis in special centers and at the preschool level, while the TOBE was used principally in preschools and throughout the system. Information and a brief description of each test are provided in the Reference List at the end of this report.

TABLE 3

SUMMARY OF SURVEY RESPONSES: USE OF SPECIFIED TESTS

TEST	SITES				USED FOR SPECIAL DIAGNOSIS IN (TOTAL N = 84)*			STUDENTS (TOTAL N = 84)*			
	Public Schools		Service Centers	TOTAL SITES	Special Centers	Across System	Preschool	Blacks	Anglos	Mexican American	
	Plan A (N=62)	Kindergarten (N=21)	(N=8)	(N=84)						English	Spanish
Peabody Picture Vocabulary Test	57	13	8	78	42	127	47	53	70	58	35
Stanford-Binet Scale (Revised)	46	10	8	64	35	126	27	45	58	45	40
IPAT Culture-Fair Intelligence Test	41	13	8	62	23	102	23	44	54	46	14
Wechsler Preschool & Primary Scale of Intelligence (WPPSI)	44	9	3	56	31	104	23	39	52	44	23
Frostig	31	13	7	51	22	93	13	33	43	37	15
Slosson Intelligence Test	32	9	4	45	29	66	14	28	37	28	16
Leiter International Performance Scale	22	7	6	35	27	48	11	21	24	25	16
Valett	20	4	4	28	17	42	10	19	23	21	6
Detroit Test of Learning Aptitude	17	7	2	26	9	42	6	12	23	17	5
Preschool Attainment Record	11	1	4	26	12	17	13	11	13	11	7
Hiskay-Nebraska	18	4	2	24	18	45	5	20	22	21	8
Raven Coloured Progressive Matrices	11	7	5	23	8	50	2	17	19	18	6
Arthur Point Scale	11	3	4	18	6	25	5	10	11	11	5
Denver Developmental Scale	13	1	3	17	20	1	13	9	13	8	4
Minnesota Preschool Scale	14	2	1	17	14	23	14	14	17	13	7
Test of Basic Experience (TOBE)	8	1	8	17	7	15	18	12	13	10	5
California Test of Mental Maturity	10	4	0	14	0	22	9	8	10	10	3
Gesell Developmental Schedules	8	1	4	13	5	24	3	9	10	9	4
Caldwell Preschool Inventory	5	0	0	5	1	2	7	3	4	1	2
Full-Range Picture Vocabulary Test	4	0	0	4	0	7	3	3	4	3	0

*Tests were administered in more than one school and more than one time in most school systems, which accounts for the results being greater than the indicated site total in several instances.

NOTE: On the following page is a list of additional tests reported by the sites.

ADDITIONAL SPECIFIED TESTS

(see Table 3)

TEST TITLE	NUMBER OF SITES LISTING
Goodenough Draw-A-Person Test	7
McCarthy Scale of Mental Abilities	6
Vineland Social Maturity Scale	5
Developmental Test of Visual Motor Integration (Berry)	5
Boehm Basic Concepts	5
Bender Visual Motor Gestalt Test	5
Vane Kindergarten Test	4
Slingerland Process Sample	3
WISC	3
Meaning Sheet Screening Test	2
Metropolitan Readiness Test	2
Utah Test of Language Development	2
Columbia Mental Maturity	2
Preschool Language Scale (Zimmerman)	2
ABC Inventory	2
Riley Preschool Developmental Screening Inventory	1
Meacham Verbal Language Development Scale	1
American Guidance Screening Test	1
Psychoeducational Evaluation of Preschool Children	1
Winterhaven Perceptual Test	1
Inter American Test of Oral English	1

Observation Instruments

The fact that few schools in Texas use standard observation instruments for diagnostic purposes in the preschool period is apparent in Table 4. Only 14 of the 84 sites reporting used standard observation instruments of any kind.

Specially Adapted Initial Screening Tests

A number of sites indicated that they adapted or developed tests or parts of tests for individual diagnostic assessment of learning problems in preschool children. The developmental areas tested by the three types of sites are shown in Table 5.

The Plan A schools initiated a much larger number of initial screening devices than did the public school kindergartens or service centers. More were developed for use in testing visual, auditory, and motor areas than in the other learning areas. It appeared that initial screening primarily took place throughout the school systems, with only a small percentage administered at special diagnostic centers or to all preschool children. As in the other types of testing reported, more Mexican Americans were administered tests in English rather than in Spanish.

Specially Adapted Test Instruments

Diagnostic tests developed on site or adapted from existing tests were grouped for survey purposes by the following categories: receptive processes, such as visual, auditory, and tactile; expressive processes, such as oral language and motor response; central processes, including memory, association, and analysis; and other, to include anything not covered by the specific categories.

TABLE 4

SUMMARY OF SURVEY RESPONSES: OBSERVATION INSTRUMENTS

TEST	SITES				STUDENTS TESTED (TOTAL N=84)			
	Public Schools		Service Centers (N=8)	TOTAL (N=84)	Black	Anglo	Mexican American	
	Plan A (N=58)	Kinder. (N=18)					English	Spanish
Bales Interaction Analysis	0	0	0	0				
Flanders	1	0	0	1	1	1	1	0
Indiana Cognitive Demand Schedule	0	0	0	0				
Florida Climate & Control System	0	0	0	0				
Indiana Pupil Participation Schedule	0	0	0	0				
Other*	11	2	1	14	10	11	9	5

*Additional Observation Instruments:

TEST TITLE	NUMBER OF SITES LISTING
Picture Story Language Test (Myklebust)	3
Vineland Social Maturity Scale	2
Teacher & Examiner Informal	1
Dr. E. Y. Zedler's--SWTU	1
Inter American Test of General Ability	1
Dr. Giles' Screening Instrument	1
Psychoeducational Evaluation of Preschool Children	1
Burk's Behavior Scale	1

TABLE 5

SUMMARY OF SURVEY RESPONSES TO SPECIALLY ADAPTED TESTS

TEST	SITES				USED FOR SPECIAL DIAGNOSIS IN (TOTAL N = 84)			STUDENTS (TOTAL N = 84)			
	Public Schools		Service Centers	TOTAL SITES	Special Centers	Across System	Preschool	Black	Anglo	Mexican America	
	Plan A (N=58)	Kindergarten (N=18)	(N=8)	(N=84)						English	Spanish
INITIAL SCREENING MEASURES											
General	23	4	3	28	11	40	23	17	20	21	16
Social	23	4	2	29	13	39	8	15	18	15	11
Intellectual	27	3	3	33	10	47	14	18	21	19	13
Visual	29	3	3	35	18	54	8	21	24	22	15
Auditory	28	4	3	35	19	54	9	21	24	24	13
Motor	31	2	2	35	15	39	20	20	23	20	11
Other*	10	0	0	10	4	12	6	6	7	6	3
TEST INSTRUMENTS											
Receptive Processes (visual, auditory, tactile, etc.)	25	3	4	32	19	52	9	17	21	20	18
Expressive Processes (oral language, motor response, etc.)	22	2	3	27	17	41	9	17	20	16	14
Central Processes (memory, association, analysis, etc.)	20	1	2	23	16	39	9	17	20	16	11
Other*	5	0	1	6	4	11	0	4	4	4	3
OBSERVATION INSTRUMENTS											
Pupil Behavior	28	2	3	33	10	50	9	18	22	19	10
Teacher Behavior	11	1	0	12	2	20	2	7	9	6	3
Other*	6	0	0	6	2	4	4	3	3	2	2

*NOTE: On the following page is a list of additional tests reported by the sites.

ADDITIONAL SPECIALLY ADAPTED TESTS

(see Table 5)

TEST TITLE

Initial Screening Measures

TOBE

Auditory Test for Language Comprehension (Carrow)

Perdue Perceptual-Motor Survey (Kephart)

Denver Developmental Screening Test

Locally developed scales--12 sites

Test Instruments

Locally developed scales--3 sites

Observation Instruments

Psychoeducational Inventory of Basic Learning Abilities

Perdue Perceptual-Motor Survey (Kephart)

Table 5 also shows the results of the survey of innovative tests. Here again, Plan A schools developed or adapted for use many more tests than did the public kindergartens and a higher percentage than did the service centers. A large majority were designed for use throughout the system. As was the case with the other types of tests, more were used with Mexican Americans than with Blacks or Anglos, who received an almost equal number. Again, the Mexican American students were tested in English more than in Spanish, although a larger percentage were administered tests in Spanish in this category than in the categories comprised of standard tests. While definite conclusions cannot be drawn from this sample, it is possible that one of the reasons for adapting tests was to translate or revise them into Spanish, giving native Spanish-speaking children a greater opportunity for a fair evaluation.

Specially Adapted Observation Instruments

The number and types of specially adapted or designed observation instruments are shown in Table 5. Over twice as many instruments were devised to assess pupil behavior than teacher behavior. Approximately half of the Plan A schools reported the development of pupil behavior instruments, while only one-tenth of the kindergartens and one-third of the service centers revealed concern in this area.

REFERENCE LIST

ARTHUR POINT SCALE OF PERFORMANCE TESTS

Grace Arthur, Psychological Corporation--Revised Form II, 1947; Form I, 1925-43

Two forms of tests exist. Form I is not being distributed. Form II (revised) provides for measurement of the abilities of deaf children, children who have reading disabilities, children who have speech problems, and non-English-speaking children. Standardization is based on children from 5 to 15 years of age.

CALDWELL PRESCHOOL INVENTORY

Bettye M. Caldwell, Educational Testing Service, 1968, 1970 (Ages 3-6)

The instrument is designed as a brief assessment and screening procedure (for use with children ages 3-6). It is to be administered individually. The test was designed to measure achievement in areas that are regarded as necessary for success in school. Another aim of the test is to determine the extent of disadvantage which a child may have from a deprived background.

CALIFORNIA TEST OF MENTAL MATURITY

E. T. Sullivan, W. W. Clark, E. W. Tiegs, California Test Bureau, 1963 (K-1, Adult)

The test is designed to provide a measurement of general intelligence. It is divided into areas: logical reasoning, verbal concepts, memory, language, non-language, spatial relationships, and numerical reasoning.

DENVER DEVELOPMENTAL SCREENING TEST

William K. Frankenburg, Josiah P. Dodds, University of Colorado Medical Center, 1966, 1970, (Infants and Preschool Children)

The instrument is designed to identify "children with serious developmental delays." Test measures four aspects of functioning: gross motor, fine motor (use of hands, seeing, non-verbal problems), language (hearing, talking), and personal-social (including self-care and relations with others).

DETROIT TESTS OF LEARNING APTITUDE

Harry J. Baker, Bernice Leland, Test Division of Bobbs-Merrill Company, 1935, 1959, 1967 (Ages 3-Adult)

A general intelligence test. Strengths and weaknesses in psychological constitution are investigated. Areas are: pictorial absurdities, verbal absurdities, pictorial opposites, verbal opposites, motor speed and precision, auditory attention span, oral commissions, social adjustment A, visual attention span, orientation, free association, memory for designs, number ability, social adjustment B, broken pictures, oral directions, and likenesses and differences.

FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION

Marianne Frostig, Welty Lefever, John R. B. Whittlesey, Consulting Psychologists Press, 1963 (standardization); screening device (Ages 3-8); clinical device (Ages 8-Adult)

Test developed to test children whose perceptual abilities are below the normal perceptual abilities. Test is also designed to pin-point the age at which perceptual abilities develop. Test can be used to predict reading success in primary grades and possible problems in perceptual areas.

FULL-RANGE PICTURE VOCABULARY TEST (AMMONS)

Robert B. Ammons, Helen S. Ammons, Psychological Test Specialists, 1948, (Ages 2-Adult)

Test is essentially non-verbal. Test is designed in picture form. Individual is shown several pictures and asked to choose the one that best illustrates the meaning of a particular word. Words used range in difficulty from 50% passing at two years old to words too difficult for average adults.

GESELL DEVELOPMENTAL SCHEDULES

Arnold Gesell and others, Psychological Corporation, 1925-49 (1940 Series), (Ages 4 weeks to 6 years)

Provides measures of motor development, adaptive behavior, language development, and personal-social behavior.

NEBRASKA TEST OF LEARNING APTITUDE (HISKEY-NEBRASKA)

Marshall S. Hiskey (Marshall S. Hiskey, Publisher), 1941-1966 (Ages 3-17)

Originally designed as an intelligence test for those with auditory problems (ranging from small hearing deficiencies to those who are totally deaf). It is a non-verbal test. After the test is given, an age equivalent is obtained. Hiskey calls this "age" the "learning age" of the child.

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (ITPA)

James J. McCarthy, Samuel A. Kirk, University of Illinois Press, 1961, 1963, 1968 (Ages 2.4 - 10.3)

Developed to identify the psycholinguistic abilities and disabilities of children (preschool and school age).

LEITER INTERNATIONAL PERFORMANCE SCALE

R. G. Leiter, Psychological Service Center, 1948, 1950, 1959 (Ages 2-12)

This test may be administered by pantomime. Non-verbal.

MINNESOTA PRESCHOOL SCALE

Goodenough, Maurer, Van Wagenen, American Guidance Service, Inc., 1940 (Ages 1.6-6)

The test is designed to provide an estimate of verbal and non-verbal intelligence. Intelligence estimates are given as early as 18 months.

PEABODY PICTURE VOCABULARY TEST (PPVT)

Lloyd M. Dunn, American Guidance Service, Inc., 1954, 1959 (Ages 2.5-18)

Examiner gives the subject a stimulus word; subject is then to indicate which of several pictures best illustrates the meaning of the word. Scores may be interpreted in three ways: percentile rank, mental age, or standard deviation of 15.

PRESCHOOL ATTAINMENT RECORD (PAR)

Edgar A. Doll (Edgar A. Doll, Distributor), 1966 (Research Edition) (Ages 6 months-7 years)

Provides assessment of physical, social, and intellectual functions of young children. Comparisons can be made on a child-to-child basis (different administrations of the test). Author cites special usefulness for children with language difficulties (those children who resist examination or who have cultural differences).

COLOURED PROGRESSIVE MATRICES

Raven, Psychological Corporation (U.S. Distributor), 1947, 1956 (Ages 5-11)

Individual administration (ages 5-8).

SLOSSON INTELLIGENCE TEST

Richard L. Slosson, Slosson Educational Publications, 1963 (Ages 1 month - Adult)

Test is partly based on items taken from Stanford-Binet Intelligence Scale and Gesell Developmental Schedules. Test is designed to give an evaluation of the subject's mental ability.

STANFORD-BINET INTELLIGENCE SCALE

Lewis M. Terman, Maud A. Merrill, Houghton-Mifflin Company, 1960 (3rd revision), (Ages 2-Adult)

A test designed to measure general intelligence. The test is organized by age levels. Questions are arranged in ascending difficulty.

TESTS OF BASIC EXPERIENCES (TOBE)

Margaret H. Moss, McGraw-Hill, 1970 (Grades K-1)

The TOBE is divided into five major areas: mathematics, language, science, social studies, and general concepts. The test is designed to be used as a gross measure of a child's experiences and familiarity with various concepts.

VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES

Robert E. Valett, Consulting Psychologists Press, Inc. (Ages 2-7)

A diagnostic tool designed to evaluate the developmental status of children (ages 2-7). Survey is helpful in determining whether or not additional diagnostic evaluation is indicated.

WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE (WPPSI)

David Wechsler, The Psychological Corporation, 1963, 1967 (Ages 4-6 1/2)

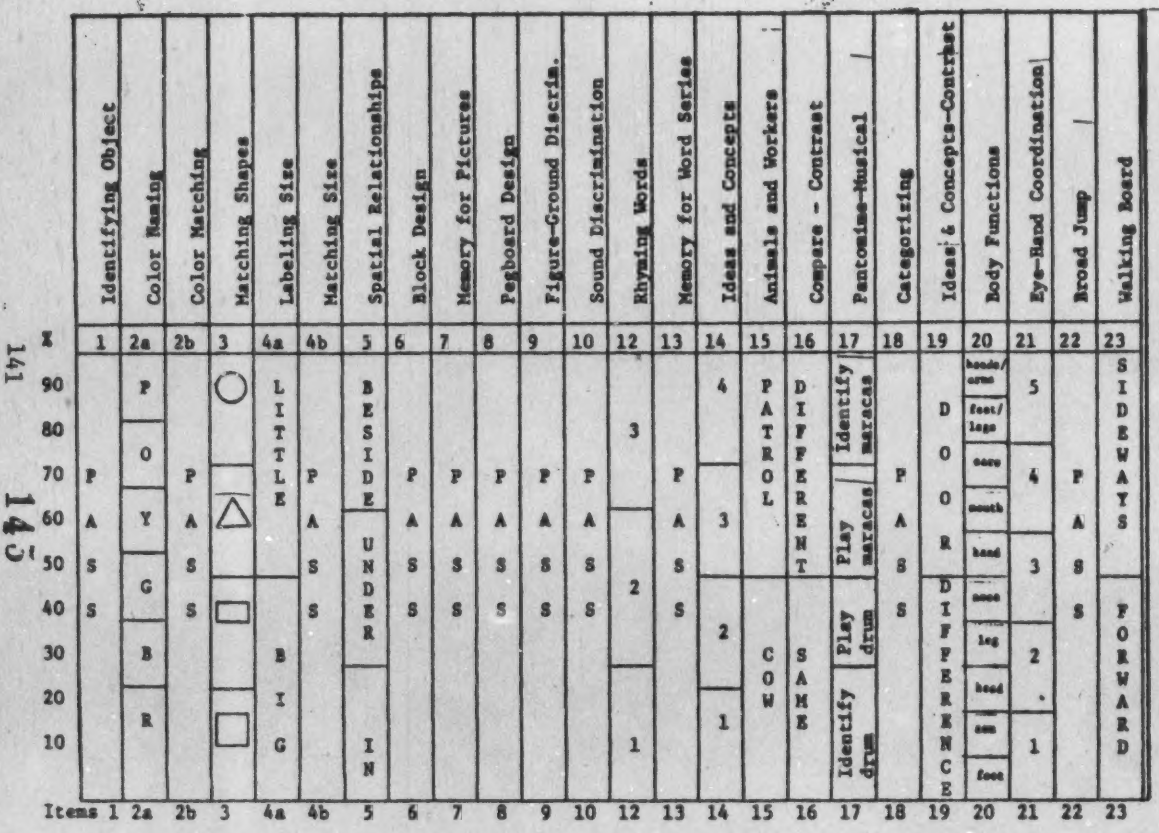
The purpose of the test is to appraise the potentialisties of the 4-6 year-old child. It is an extension of the WISC (following the same theoretical approaches).

APPENDIX I

LEARNING PROFILES AND RECORDING FORMS

INDIVIDUAL PERFORMANCE SUMMARY

CRT Pretest Results



Norm-Referenced Pretest Results

Center _____

Name _____

_____

Gross Screening _____

_____

_____

_____

SELPS _____

Comprehension Items

	1	2	3	4
Pass				
Fail				

S = Spanish response

E = English response

M = English/Spanish

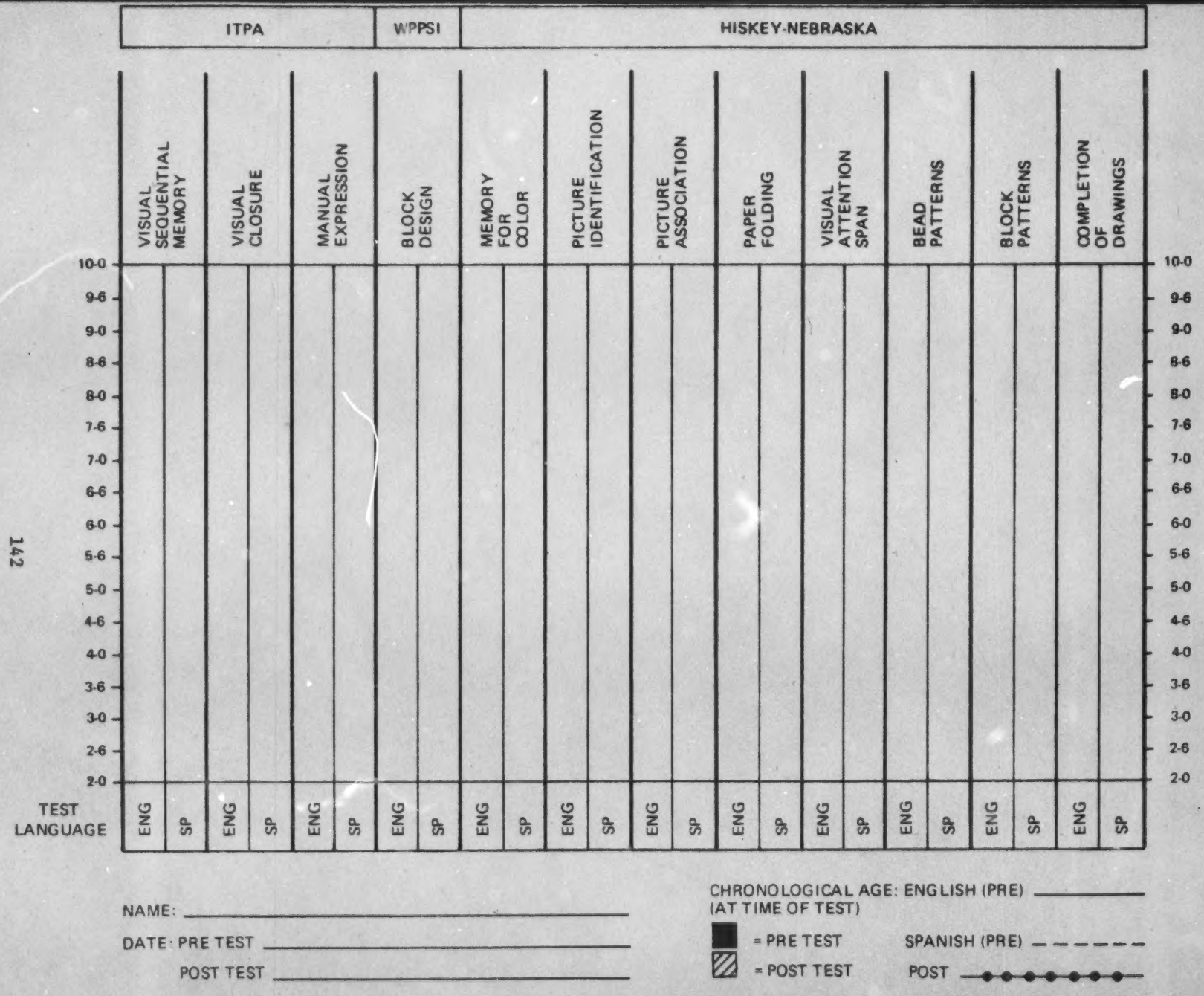
Comments _____

_____

_____

141

145


ITPA
WPPSI
HISKEY-NEBRASKA
VISUAL SEQUENTIAL MEMORY
VISUAL CLOSURE
MANUAL EXPRESSION
BLOCK DESIGN
MEMORY FOR COLOR
PICTURE IDENTIFICATION
PICTURE ASSOCIATION
PAPER FOLDING
VISUAL ATTENTION SPAN
BEAD PATTERNS
BLOCK PATTERNS
COMPLETION OF DRAWINGS
10-0
9-6
9-0
8-6
8-0
7-6
7-0
6-6
6-0
5-6
5-0
4-6
4-0
3-6
3-0
2-6
2-0
TEST LANGUAGE
ENG
SP
NAME:
DATE: PRE TEST
POST TEST
CHRONOLOGICAL AGE: ENGLISH (PRE)
(AT TIME OF TEST)
= PRE TEST
= POST TEST
SPANISH (PRE)
POST

142

140

HEARING SCREENING

Center: _____ Date: _____ _____
mo. yr.

Teacher: _____

	Name	Rt -	Lt	Comments
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.,				
19.				
20.				
21.				
22.				
23.				
24.				

HEARING SCREENING RESULTS

Name:

Date:

Hearing screening was administered at _____ dB (ISO, 1964)

for 1000, 2000, 4000, and 8000 Hz.

_____ a. Hearing screening indicates hearing within normal limits bilaterally.

_____ b. Hearing screening indicates possible hearing loss in the right/left/both ear(s).

c. Comments: _____

_____

Referral:

Referred to: _____

Results: _____

APPENDIX J

WORKING WITH PARENTS OF HANDICAPPED CHILDREN

1. ABSTRACT

2. CONSULTANT REVIEW QUESTIONS

WORKING WITH PARENTS OF HANDICAPPED CHILDREN

ABSTRACT

Purpose: This manual is designed to increase the teacher's awareness of the feelings of parents of handicapped children and to provide guidelines and strategies for working with parents to maximize the child's home-school learning.

Rationale: Parent involvement and assistance is essential to an effective educational program for the young handicapped child.

Description: The manual focuses on ways to communicate with parents about testing, referrals for services, and the parents' reactions to their child's disability. It offers suggestions for preparing for meetings with the parents, for helping parents observe effectively in the classroom, and for providing home activities which will benefit both the parents and the child. The manual also treats various ways to handle difficult situations that may arise when parents and teachers work together, emphasizing that the important goal of the relationship is to provide better learning experiences for the child. Also included are brief suggestions for working with children with different kinds of disabilities.

Progress to date: Following in-house review and revision, the manual was submitted to four external consultants who evaluated it with regard to content, affect, and style and format. Revisions based on this review were made.

Additional development: Field test in a variety of preschool settings.

CONSULTANT REVIEW QUESTIONS

Working with Parents of Handicapped Children is a manual designed for preschool teachers who may have handicapped children in their classrooms. The intended users are teachers and day care center staff who may have little formal training as teachers. Therefore the reading level is approximately tenth grade. The manual is intended for use in many different preschool settings. It should be appropriate for teachers who do not have resources such as psychologists and counselors available as well as for those who do. The following questions reflect some of our concerns for meeting our goals for the manual.

I. CONTENT

1. Is there any social, cultural, or racial stereotyping of teachers, parents, or children? Is there anything which could be so interpreted by a sensitive person?

2. Is the information in these sections adequate and correct?
   - preparing materials
   - the teacher's attitude toward parents in general
   - the teacher's attitude toward parents of different social or cultural backgrounds
   - possible responses of parents to a child's disability
   - when to request testing and how to talk to the parents about it
   - making referrels
   - giving parents home activities
   - classroom observations

3. Is important information omitted? For instance:

II. AFFECT

1. What is your overall or general reaction to this manual?

2. What do you feel is the attitude or tone of the manual toward teachers? Toward teachers with little formal education?

3. Is the tone of the manual condescending or belittling of teacher's knowledge or judgment? Could it be so perceived by a sensitive reader?

4. Is too much background information on the part of the teacher assumed?

5. Are the teachers accorded too much responsibility in the dealings with parents, considering the staffing patterns of most schools or day care centers for very young children?

6. Are teachers accorded too much responsibility in decisions concerning measures to be taken when a disabling condition is suspected? For example, are they given too much responsibility for deciding about testing or referrels? Again this must be considered in light of staff usually available in schools and day care centers.

7. Is the manual written in such a way that the teacher will be motivated to work with the parents of handicapped children?

8. How are parents characterized?

9. Are the parents seen as teaching partners or as a problem to be dealt with?

10. Are the reactions of parents stereotyped?

11. Are parents seen as less intelligent or capable than the teachers, or than they actually may be?

12. How are handicapped children characterized by the manual?

13. Are handicapped children stereotyped or singled out as "different" to an undesirable degree?

14. Is working with handicapped children seen as being potentially rewarding?

15. Is working with handicapped children seen as too time-consuming, or as an added burden on the teacher?

III. FORMAT AND STYLE

1. Is the manual easy to read? Over simplified? Too informal? Stilted? Is it interesting?

APPENDIX K

HOW TO FILL YOUR TOYSHELVES WITHOUT EMPTYING YOUR POCKETBOOK - 70 INEXPENSIVE THINGS TO DO OR MAKE

1. ABSTRACT

2. MATERIALS WORKSHOP EVALUATION - SUMMARY

HOW TO FILL YOUR TOY SHELVES WITHOUT EMPTYING YOUR POCKETBOOK--70 INEXPENSIVE THINGS TO DO OR MAKE

ABSTRACT

Product: Instructional Manual

Purpose: To provide an inexpensive way to increase the number of instructional materials available to teachers, parents, and children and to suggest activities for these materials.

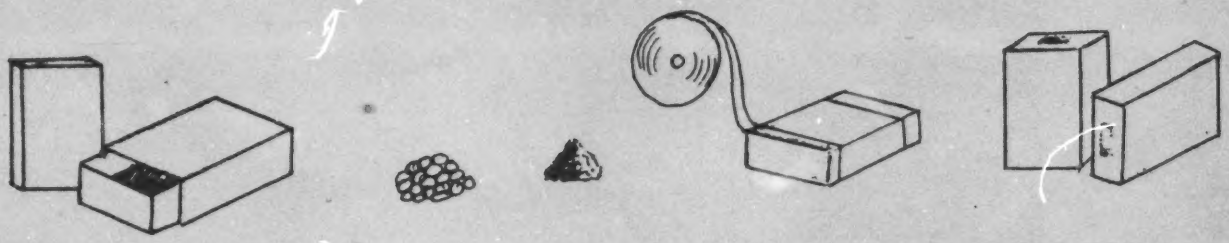
Rationale: Teachers frequently need additional instructional material to supplement the regular lessons for children who have difficulty learning in specific areas. Much of the equipment which is available for teachers and parents on the market is prohibitively expensive. Therefore, directions for making this equipment have been compiled (1) to provide manipulative items which the teacher can use to reinforce the lessons she is teaching, (2) to provide equipment which the child can use with a minimum of adult direction, and (3) to provide equipment which parents can construct for use at home.

Description: The manual is a collection of games, activities, and instructions for making manipulative learning equipment which requires a minimal expenditure of money. They have been designed to be used in the classroom or at home with handicapped and non-handicapped preschool children. The instructions were developed and design-tested in a workshop attended by teachers and parent volunteers. All items have been designed to be constructed from things which can be saved in the home, such as empty bottles and cans; from scraps, such as lumber and fabrics; from materials usually found in preschool classrooms, such as blocks, beads, and pegboards; or from dime store materials.

Although the materials can be made by teachers and assistant teachers, parent participation should be encouraged. Most of the equipment was constructed in a workshop, but the parents can also follow the instructions to make equipment at home. Helping parents become actively involved in collecting and making the equipment is not only helpful in getting more equipment constructed but also serves to increase the parents' awareness of things that can be done with the children at home.

Progress to date:	Following compilation of ideas for materials from SEDL staff and Project staff, directions for construction of the equipment were written and design-tested in a workshop attended by teachers and parent volunteers. Formative data was obtained and was used as the basis for revision of the instructional manual.
Additional development:	Field testing of the instructional manual and collection of formative data for use in final revision. Development of a visual presentation which includes a workshop overview, photos of actual completed items, and use of materials with handicapped children.

SOUND BOXES



Materials: empty match boxes, several small items, such as paper clips, small pebbles, sand, masking tape, paint

Directions:

1. Put approximately equal amounts of one material into two match boxes.
2. Fill each of the other boxes, in pairs.
3. Tape edges of each box to prevent opening.
4. Paint all boxes the same color.
5. Paste or paint small amount of contrasting color on both boxes of each pair. For example, two boxes will have a blue tag, two will have a green tag.

Purpose: To improve skill in auditory discrimination and in matching sounds
Visual discrimination, matching colors

Activities:

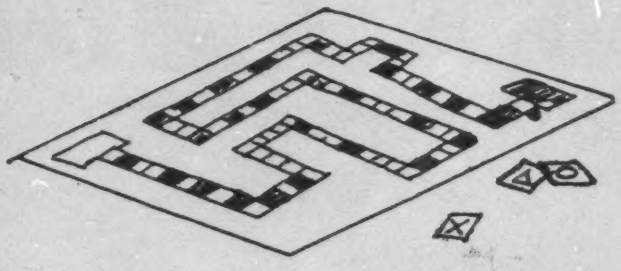
1. Let the child shake box, then shake each of the other boxes until he finds one which matches it. He can check his choice by comparing the colors: if the choice is correct, the colors will be the same.
2. Let one child shake a box, then let another child shake the other boxes, one at a time, behind the child's head, until he chooses the one to match his box.

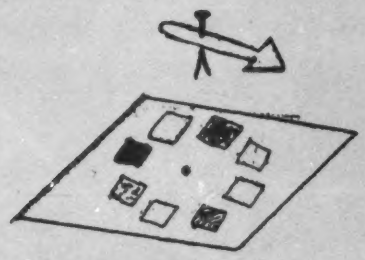
Questions: Ask the child,
"DOES THIS SOUND THE SAME AS THE FIRST BOX?"
"SHOW ME THE BOXES THAT SOUND DIFFERENT."
"WHAT DO YOU THINK IS IN THIS BOX?"

Comment: At first, use only two widely contrasting sound boxes; add others as the children learn to discriminate between the sounds.

EXPERIMENTAL USE ONLY. E.D.L.
EXPERIMENTAL USE ONLY.

TABLE GAMES--COLORED PATH





Materials: Large sheet of cardboard or white shower curtain, marking pens, inch cubes, lightweight cardboard

Directions:

Game Board
1. Draw pattern making lines approximately 1 inch apart.
2. Mark off into squares by dividing path every 1 inch.
3. Color each square, randomly alternating six colors.

Dice
1. Cut 1" squares of each of six colors.
2. Paste onto sides of inch cube.
3. Cover with clear contact paper or seal with thinned white glue.

Markers
1. Cut 1" squares from heavy cardboard.
2. Paste small pictures or stickers on squares or use symbol, for example △, □, ○.

Purpose: To improve skill at color discrimination and matching.
To improve color labeling.
To help child to learn to work toward a goal.
To encourage independent use of skills.
To help increase child's attention span.
To improve skill in spatial relations.

Activities:
1. Allow child to roll the cube (die). He may move to the color shown on the top of the die.
2. Follow the same rules, but allow the child to move only if the color is correctly labeled.
3. Let two or more children play the game independent of the teacher.

Comment: The game can be made more difficult for faster or older children by increasing the complexity of the path to be followed, or can be varied by making a spinner to select the color instead of the cube. (See picture above.)

Directions:
1. Cut large square or circle of heavy cardboard.
2. Cut arrow. Paint arrow and cardboard.
3. Brad arrow loosely to center.
4. Make circle of squares of colors used on the game board.

MATERIALS WORKSHOP EVALUATION

SUMMARY

On June 7, 1974, a workshop was held in order to design-test the equipment described in "How to Fill Your Toy Shelves Without Emptying Your Pocketbook--70 Inexpensive Things to Do or Make." It was attended by five teachers from the Child Incorporated Child Development Centers, seven parent volunteers, and the director of Child Incorporated. Formative evaluation data was collected for each item made, and the results utilized in revising the instructions. The total workshop was also evaluated by each participant at the close of the day. The results of this evaluation are summarized on the following page.

The spontaneous responses of the participants were overwhelmingly positive. Two of the teachers, as they were leaving, inquired when another workshop was planned. A parent asked for a workshop for parents. Both parents and teachers said the materials could be made at home by the parents. Although the purpose of this workshop was to design-test the instructional guide, some of the parents immediately recognized the importance of some items, as demonstrated by the statement of one parent "These sound boxes would help my child--she has a hearing loss."

SUMMARY

MATERIALS WORKSHOP EVALUATION

INSTRUCTIONS:
Read the beginning of each sentence below and place a check mark on the line before the one ending which most nearly expresses your honest opinion.

1. Making materials in a workshop like this is

75% a very good idea
____ takes up too much time
25% easier than working alone
____ not a good idea

2. These instructions are

69% easy to follow
30% okay, but could be easier to follow
____ hard to follow

3. The materials I have made will be

78% very useful with all children in my class
21% useful with children who need extra work
____ not very useful

4. I think these materials should be made by

7% parents
____ teachers and aides
92% parents, teachers and aides together

5. Using these materials as the instructions suggest sounds

8% very complicated
25% a little complicated
66% very simple

6. I think teaching the children to use this equipment

____ will take a lot of my time
38% will take some time
61% won't take very long at all

7. I think these materials could be made by parents in the home

69% easily
4% with some help from the teacher
____ not at all

8. Sending these sheets home with the child so the parent could make the equipment

100% is a good idea
____ won't work at all

9. The price for this equipment, if I have to buy the materials, would be

16% too high
41% reasonable
41% very low

10. The pictures on the pages are

76% necessary to understand the directions
15% nice, but not necessary
7% confusing

APPENDIX L

PARENT INTERVIEW

1. EVALUATION REPORT
2. CONSULTANT REVIEW
3. PARENT INTERVIEW AND MANUAL

PARENT INTERVIEW: SUMMARY OF DEVELOPMENT

Although parents are a child's first teachers and the most significant persons in a child's world, schools frequently do not attempt to establish positive lines of communication between parents and schools. The BEH project staff were aware of the importance of this communication channel not only as a means to increase the responsiveness of the school to the community but also as a means of gaining valuable information about the individual child that would be of great assistance in planning educational programs most relevant to the individual's needs.

Therefore, one of the major goals of the project was to develop a method of interviewing parents that (1) could be administered by a teacher whose most advanced formal education is at the high school level; (2) could be administered in a short time period; (3) focused on the positive attributes of child; (4) provided information about demographic characteristics, at-home competencies, interpersonal relationships, at-home activities and potential problem of the child as perceived by the parent; and (4) established positive patterns between the family and the school.

A review of the literature indicated that no instruments were currently available that met these specified needs. Therefore, a major effort was expended by the BEH project staff to develop a suitable instrument.

From January to July 1974, a total of five Parent Interviews were developed and revised on the basis of feedback from internal review, consultant review and data from 90 parents of children enrolled in Allen, Canterbury, and Riverside Child Inc. Centers. Following is a summary of this development process specifying procedures involved and products resulting from each of the procedures.

PROCESS	PRODUCT
Literature review for parent interview appropriate for needs of BEH project	Annotated biliography of instruments/interviews reviewed
Develop initial pool of items	Preliminary draft of interview for project
Internal review of draft interview	Feedback from SEDL staff for revision
From feedback, develop Design Test 1 interview	Design Test 1 interview
Internal review of Design Test 1 interview	Feedback from SEDL staff for revision of Design Test 1 interview
From feedback, develop Design Test 2 interview & manual of instructions for interview	Design Test 2 interview & manual
Administer Design Test 2 interview to 11 parents at Allen Center	Feedback from interviews regarding instrument and procedure
External review of Design Test 2 interview by consultant	Written report by consultant specifying revisions and additions
Internal review of Design Test 2 interview by SEDL personnel in McAllen	Written report summarizing comments of McAllen staff
Revise Design Test 2 interview and manual based upon feedback received	Design Test 3 interview and manual
Translate Design Test 3 interview	Spanish version of Design Test 3 interview

PROCESS	PRODUCT
Administer Design Test 3 interview to 20 parents (9 target and 11 nontarget) at Canterbury and Allen Centers	Written report summarizing interview data.
Revise Design Test 3 interview (Spanish and English) and manual based upon feedback	Design Test 4 interview (Spanish and English) and manual
Administer Design Test 4 interview to 16 parents (7 target and 9 nontarget) at Allen and Riverside Centers	Written report summarizing interview data.
Internal review of all data from Parent Interviews (Design Tests 2, 3, & 4)	Written report summarizing recommendations for revisions
Revise Design Test 4 interview (Spanish and English) and manual	Design Test 4 interview (Spanish and English) and manual
Administer Design Test 5 interview to 20 parents (10 target parents and 10 non-target parents) at Allen Center	Written report analyzing results of interview.

PARENT INTERVIEW

Rationale

In order to provide an individualized instructional program for the 4-year old Mexican-American child with a special learning problem, it was essential to have a systematic and objective means of obtaining and recording information regarding at-home behavior and skills from the parents of these children. Specific concerns were to develop an interview form that

(1) could be administered by the classroom teacher with a high school diploma

(2) could be administered in 20 minutes or less

(3) focused on the positive attributes of the child

(4) provided information about

a. basic demographic characteristics of family

b. at-home competencies of child

c. interpersonal relationships of child with peers and siblings

d. at-home activities of the child

e. potential problems of the child as perceived by the parent

(5) established positive communication patterns between the family and the school.

A review of the literature as well as use of consultants revealed that no instruments were currently available that met these specified needs. Interviews either focused entirely on negative and health aspects of the child or required a highly-trained interviewer for administration. Other instruments were questionnaires that required reading on the part of the parents as well as skills in dealing with rating scales. A bibliography indicating the literature review is included at the end of this report.

Development Process

The decision was then made to develop an interview to be used in the Ability Development Project. The literature review formed the initial basis for items included in the interview. Project and evaluation staff also contributed to the initial pool of items. Two preliminary drafts of the interview were developed. Both drafts were critiqued by SEDL staff and revisions were made to consolidate the two interviews into the first design test interview.

This interview was then circulated among the project staff for feedback for revision. Comments made by staff members specified

(1) instructions to the interviewer regarding administration and scoring should be included in a separate manual rather than on the interview; and

(2) the order of the items should be changed to create a "more natural" tone to the interview situation.

Following this review the second design test interview and a manual to accompany it were developed.

This interview was then administered to 11 parents of children at the Allen Center. Project and evaluation staff members administered all of these interviews. Results of these interviews were discussed in a project staff meeting. Specific suggestions for revisions made by the project staff were:

(1) Items should not contain a rating scale. Only "Yes" answers and comments would be recorded.

(2) Items should be added to determine favorite activities of the child as well as dislikes of the child.

(3) Items relating to language should focus on the child rather

than the parents

(4) An item relating to speech problems should be added.

The staff also suggested minor revisions in wording as well as changing the sequence of the questions.

In addition, the second design test interview was also reviewed externally by a consultant.

Generally his comments specified that:

(1) The interview was a positive attempt at establishing communications between parents and the school.

(2) Valuable information should be provided to the teacher through this interview.

(3) Interviewers should be aware that information reported is the perception of the parent rather than absolute reporting of facts.

(4) Minor changes should be made in the order of wording of some items.

(5) Instructions in the manual should be reorganized to include general guidelines.

(6) In order for the interview to be exportable, materials should be developed for use by trainers. This might include not only written guidelines but also audio-visual training materials demonstrating appropriate and inappropriate training techniques.

The interview was also reviewed by teachers in the SEDL Early Childhood Program in McAllen. They generally expressed positive feelings about the interview but did suggest two major changes in procedure, i.e., forms should be completed after the interview is finished and interviews should be conducted in the home. Neither of these suggestions were

considered to be feasible within the constraints of this project.

One of the major changes suggested by BEH project staff as well as staff in McAllen was the necessity of translating the interview into Spanish. No translation was deemed necessary for the manual however. Most individuals felt that interviewers would be better able to deal with technical material if presented in English.

The suggestions made by the consultant as well as the project staff were incorporated into the development of the third design test interview.

This interview was administered to a sample of parents at Canterbury and Allen Centers during late March and early April, 1974. Two project staff members and two teachers administered these interviews. A total of 20 parents were interviewed - 9 of these were parents of target children and 11 of these were parents of non-target children.

Data from these interviews revealed few major differences between the two groups. All saw their children as responsible, helpful children who cooperated well within the framework of the family. The only readily discernible difference between the parents of target vs non-target children was under the general category of "Running Errands." Parents of target children indicated that their children did this less frequently than the other group of parents.

Several changes were made in the fourth design test interview as a result of these data. The basic changes were as follows:

(1) Original instructions to the interviewers indicated that checklists appearing with certain items were provided for ease of recording information rather than as a prompting device. However, one interviewer did not follow these instructions and actually used the checklists as prompts. Examination of the data of this interviewer indicated that a greater variety

of responses was elicited with no seeming decrease in rapport in the interview situation. Therefore, the decision was made to ask specific items on each of the checklists.

(2) Although some of the parents of target children who were interviewed had expressed concern regarding their child at an earlier time to the teacher, this concern was not apparent through the interview. In order to provide an opportunity for the parent to express their concerns within the framework of the interview a question was added, "Do you think your child has any problems that we can help with?"

(3) Minor changes were made to the wording and order of selected questions in the interview.

This interview was administered to 7 parents of target children and 9 parents of non-target children at the Allen and Riverside Centers. One project staff member assisted with the interviews. However, in general, teachers interviewed parents of their students.

Once again results of the interview indicated few differences between parents reports of target and non-target children. Differences found earlier under the category of "Running Errands" were not present in this cycle. Two differences between the two groups of interviews were apparent, however;

(1) Target parents indicated more problems of their children on items drawn from the OCR than did parents of non-target children.

(2) Target parents also specified more specific problems (i.e., speech, hearing, etc.) on the item dealing with problems that the school might be able to help with than did non-target parents who tended to focus on personality-oriented problems

(i.e., needs to learn to cooperate, is too shy, etc.)

Revisions suggested on the basis of this revision were minimal. They dealt simply with slight modification of format and rewording of items.

Project and evaluation staff then met to discuss the available data of 70 parent interviews. Based upon these interviews as well as SEDL's previous experience with field research, several difficulties were noted with the interview.

(1) Interviews had been administered by at least eight different interviewers with different backgrounds, biases, and knowledge of the population. Since training for the interviewers was being developed simultaneously with development of the instrument, there was no definite assurance of even similar procedures being used by the interviewers. It was extremely difficult under these conditions to ascertain that all interviews had been conducted in the same fashion and that responses had been recorded in the same manner.

(2) The interview format had been changed previously to allow for only Yes-No responses with comments if appropriate. Thus there was no allowance for requesting on recording a range of responses. Parents were being placed in a forced-choice situation when reporting behavior that is difficult to definitely report the absence or presence of. The initial plan was to use the "Comments" section to record special conditions inherent in the response. However, interviewers were not doing so and previous attempts at clarification of recording responses had not succeeded in alleviating this problem.

(3) One of the original intents of the Parent Interview had been to elicit information about interpersonal relationships of the child with his peers and siblings. During the revisions

of the interview this particular intent had become increasingly less evident. Much interview time was being spent requesting information about different type toys or activities that would seem to be better spent exploring interpersonal relationships and activities with additional questions involving activities that the project staff felt might be more academically relevant.

(4) No questions had been included on the Parent Interview that reflected any type of expectation level on the part of the parent.

With these considerations in mind, the Design Test 4 interview was revised again. Modifications were made in the interview as suggested above (i.e., rating scales were added to selected items, items were added dealing with interpersonal relationships and expectation level of parents, and many play activity questions were deleted.) A fifth cycle of design test was then planned.

Procedures

In order to complete final revisions of the Parent Interview, a fifth design test of the interview was undertaken with parents of selected 4-year-olds enrolled at the Child Inc. Centers. Initially one individual, a teacher at one of the Centers, was to have conducted at least 20 interviews divided equally between parents of children designated as non-target and parents of children designated as target children. Because of time constraints the number of individuals conducting interviews and the total number of interviews were modified.

During the months of July, August, and September a total of 19 parents were interviewed in the home by four individuals representing Center and BEH project personnel. Ten of these were parents of non-target children and nine were parents of target children. Table 1 presents a summary of the number and categorization of interviews conducted by each of these individuals. Interviewer 1, who was initially employed to conduct all interviews, did, in fact, interview the greatest number of parents.

Table 1

Summary of Interviews Completed by Individuals

	Target	Non-Target
Interviewer 1 (Center personnel)	6	8
Interviewer 2 (Center personnel)	1	-
Interviewer 3 (BEH personnel)	1	2
Interviewer 4 (BEH personnel)	1	-
Total	9	10

Table 2 presents a summary of demographic characteristics of the families. Only one major difference is apparent between target and non-target families. Fathers were present in 80 percent of

non-target families, but only in 44 percent of target families. Educational level of target parents, particularly the fathers, was slightly higher than for non-target parents. Target families reported a mean of 3.4 children; non-target families had a mean of 2.9. However, one target family indicated 12 children in the family, much more than any other family in either group. Median number of children in both groups was two.

Data were also gathered regarding occupations of the parents. Table 3 presents a summary of these data. The most frequent response of both target and non-target mothers was housewife. Only a small percentage of fathers occupations were specified. These, however, generally fell into the category of skilled labor.

Table 2

Summary of Demographic Characteristics

	Target	Non-Target
Mother Present in Home	100%	100%
Mean Age of Mother	25.9	25.9
Mean Educational Level of Mother	9.0	8.4
Father Present in Home	44%	80%
Mean Age of Father	27.0	31.3
Mean Educational Level of Father	9.5	8.6
Mean Number of Children	3.4	2.9

Table 3

Occupation of Parents

		Target	Non-Target
Mothers:	Housewife	2	4
	Cook	1	1
	Domestic	1	1
	Teacher	-	1
	Teacher Aide	1	-
	Cashier	1	-
	No Response	3	3

Fathers:	Painter	2	1
	Roofer	-	2
	Janitor	-	1
	Carpenter	-	1
	No Response	7	5

The following pages are a narrative summary of the results of these interviews by category of questions. Descriptive statistics are presented where appropriate, but because of the number and nature of the interviews, no formal analyses were conducted. Generalizations that can be drawn from these interviews are limited by several constraints. The first is dependent upon the developmental stage of the interview itself. The interview is under development, and data gained from this cycle will be used in the final revision. A second constraint is the small number of interviews that were actually obtained. Compounding this constraint were the number of interviewers involved. Although an attempt was made to provide more standardized conditions through the use of only one interviewer, time constraints did require the eventual use of four interviewers. As a result there was more variation in conducting and recording the interview than is desirable with such a small sample.

Relationship with Siblings and Peers

Siblings Both groups of parents were asked questions dealing with interpersonal relationships between their child and his/her siblings and peers. Both target and non-target parents indicated their child played with his/her siblings frequently. (Only one parent, non-target, indicated that her children did not play together. She also explained that the other child was only an infant.)

Although there was no reported difference between target and non-target children in frequency of interaction with siblings, target parents more frequently reported that their children played together badly. Two of nine target parents answered that their children did

not play well together. All non-target parents reported that their children played together well.

Parents were also queried regarding favored play activities of their child with siblings. Two non-target and three target parents indicated that indoor activities were favorites. Three non-target and two target parents answered that "pretend" activities were most enjoyed. One non-target and two target parents specified playing with toys. Two non-target parents responded that their children most enjoyed playing outdoor games. No target parent mentioned outdoor activities. The other parents in both groups responding to this question indicated that their children enjoyed everything.

Peers In general, parents indicated that other children were present in the neighborhood. However, non-target children seemed to play with them more often. Seventy-two percent of non-target parents reported frequent play with peers as compared to 50% of target group. Target parents also reported more frequent problems in playing with peers.

Additional questions relating to peer activities dealt with the child's understanding and implementation of rules and taking turns. No differences were apparent between target and non-target groups. In general, only half of the children played games with rules but almost all understood the concept and actually "took turns" in games. One question dealing with the age of children that the child played best with was not answered by approximately half of the parents. Parents answering generally specified that their child played best with children his/her own age or older.

With the exception of one parent, all non-target parents

indicated that their child preferred outdoor games and activities with the neighborhood children. The other non-target parent specified that the favorite activity was "playing house".

Target parents specified a much greater variety of activities. Two mentioned outdoor activities, one mentioned indoor activities, three specified "pretend" games, two indicated playing with toys, and another answered that their child liked to build things.

TV Viewing

All children of parents interviewed indicated that their children watched TV. Target children were reported to watch TV less than non-target children. Five of the nine target parents answered that their children watched TV only very little or occassionally. Only 4 of the 10 non-target parents responded in this manner. However both groups discussed TV shows watched often.

The favorite TV shows of most of the children were cartoons. Cartoons were mentioned by 7 of the 10 non-target parents and 8 of the 9 target parents.

Reading to Child

Approximately 72% of all parents interviewed indicated that they read to their child. Target parents answered more frequently that their children listened well (50% as compared to 29%). Both groups indicated generally that the children sometimes retell stories. Apparently songs/poems are more often repeated by the children with over 50% of both groups indicating that their child often repeated songs/poems.

School

Parents of non-target children indicated that their children talked more about school, their friends and retold more school stories

and poems than target children did according to parent report. No differences were apparent between the two groups on the other questions dealing with school and its relationship to the everyday life of the child. Table 4 summarizes the data for these questions.

Table 4

% of Children Who:	Little		Sometimes		Often	
	T	NT	T	NT	T	NT
Talk about School	22%	-	11%	12%	67%	88%
Retell Stories/Poems	43%	10%	14%	20%	43%	70%
Sing Songs	-	10%	43%	30%	57%	60%
Talk about School Friends	-	-	43%	20%	57%	80%
Talk about Teacher	-	10%	43%	30%	57%	60%

Self Care

Date relating to the parents' reporting of self care skills of their child is presented in Table 5. Several differences between the two groups are apparent. Target children are less likely to be tying their shoes or selecting their own clothes. However they are reported to be more adept at fastening of clothes than the non-target group.

Table 5

	NO		SOME		OFTEN	
	T	NT	T	NT	T	NT
Selects Clothes	11%	-	56%	10%	33%	90%
Puts on Clothes	11%	10%	22%	10%	67%	80%
Fastens Clothes	22%	10%	11%	40%	77%	50%
Puts on Shoes	-	20%	22%	20%	77%	60%
Ties Shoes	66%	30%	-	20%	34%	50%
Undresses	-	10%	14%	10%	86%	80%
Takes bath by himself	11%	10%	22%	-	67%	90%
Washes Face/Hands	11%	-	22%	20%	67%	80%
Brushes Teeth	11%	-	-	10%	88%	90%
Combs Hair	-	10%	44%	30%	66%	60%

Hearing/Vision/Speech Difficulties

None of the non-target parents indicated that their child had difficulties in any of these areas. Although no target parent specified any hearing or vision problems, two parents mentioned speech difficulties. One of these parents specified stuttering as the problem, but the other parent did not expand on the answer.

At-Home Verbalization

One hundred percent of the target parents and 89% of non-target parents indicated a high verbalization level for their child. In spite of this, 50% of non-target and 22% of target parents indicated that they wished wheir child talked even more.

The majority of the children understood both Spanish and English (56% of target and 80% of non-target.) The target group had the only child who understood only Spanish. The most frequently used language in both groups was English with 78% of target and 70% of non-target reporting as English speakers.

Favorite Activities of Child

Three non-target parents indicated that watching TV was the favorite activity of their child; TV was mentioned by only one of the target parents. Outdoor activities were specified by three non-target parents and two target parents. Three target parents mentioned indoor activities as favorites; no non-target parent specified indoor activities. "Helping" activities (cleaning, sweeping, watching the baby, and helping in the kitchen) were mentioned by two non-target and three target parents. Other activities mentioned by target parents were building, playing with chickens and dressing; the other non-target parent mentioned playing with toy cars.

Dislikes of Child

Only three parents in the non-target sample indicated that their children disliked anything. Cleaning the room, getting up in the morning, and eating were the mentioned dislikes. Again, only three target parents specified any dislikes of their children. However 2 of these parents both mentioned these dislikes. Dislikes mentioned were taking naps, medicine, being yelled at, doing things for baby sister, helping around the house, picking up toys, going to bed early and taking a bath.

Fears of the Child

Again, only a small percentage of the parents interviewed responded to the question. Six non-target and four target parents mentioned any fears. Fear of certain animals was specified by three non-target and three target parents. Two non-target parents and one target parent indicated that their child was afraid of the dark. One parent in each group answered that their child was afraid of monster movies.

Household Activities

Table 5 presents the summary of data regarding childrens assistance with household activities. Some differences exist between target and non-target groups but differences are not consistent. Target children performed 10 of these household activities more frequently than did non-target; however non-target children performed the other ten household activities. more frequently than did target children. There seemed to be no pattern either in terms of performance of household activities generally associated with this age level between the two groups.

Table 5

Household Activities

	NO		SOME		OFTEN		NC	
	T	NT	T	NT	T	NT	T	NT
Preparing Meals	29%	10%	59%	50%	12%	40%	2	
Setting Table	66%	30%	11%	70%	23%	-	0	
Wash/Dry Dishes	43%	20%	43%	70%	14%	10%	2	
Feeding	50%	60%	33%	30%	17%	10%	3	
Dressing	29%	70%	42%	20%	29%	10%	2	
Babysitting	60%	60%	20%	10%	20%	30%	4	
Making Beds	22%	33%	56%	33%	22%	33%	0	
Putting Playthings up	22%	11%	45%	33%	33%	56%	0	
Emptying Trash	13%	20%	50%	40%	17%	40%	1	
Sweeping	22%	30%	55%	60%	22%	10%	0	
Picking up Clothes	13%	30%	50%	40%	17%	30%	1	
Washing Clothes	50%	50%	50%	30%	-	20%	1	
Putting Laundry Up	25%	20%	50%	40%	25%	40%	1	
Watering Yard	50%	10%	38%	60%	12%	30%	1	
Cleaning Yard	67%	33%	11%	56%	22%	11%	0	
Taking Care of Pets	12%	33%	50%	44%	38%	23%	1	
Fixing Things	67%	20%	17%	70%	16%	10%	3	
Taking messages	12%	20%	44%	40%	44%	40%	0	
Going to Store	25%	33%	37%	23%	37%	44%	1	
Bringing Things	12%	-	25%	50%	63%	50%	1	

General Health of Child

All parents in both groups with the exception of one target parent indicated that their child had always been healthy. The one dissenting parent mentioned frequent problems with tonsilitis before they were removed.

Parents were also asked to respond to a checklist dealing with specific physical complaints. No major differences between the two groups were apparent with the exception of two items. The target group complained more often of hunger and thirst than did the non-target group. Data from this checklist are summarized on Table 6.

Table 6

Specific Physical Complaints of Children

	No		SOME		OFTEN	
	T	NT	T	NT	T	NT
earaches	86%	78%	14%	11%	-	11%
eyes hurting	100%	100%	-	-	-	-
headaches	75%	70%	25%	30%	-	-
tooth aches	75%	80%	25%	10%	-	10%
stomach aches	38%	50%	62%	50%	-	-
runny nose	86%	80%	14%	20%	-	-
arm aches	100%	100%	-	-	-	-
leg aches	88%	100%	12%	-	-	-
thirst	25%	89%	25%	-	50%	11%
hunger	50%	70%	25%	30%	25%	-
fatigue	63%	100%	37%	-	-	-

Complications During Pregnancy or Childbirth

Although none of the target parents specified any problems during pregnancy or childbirth, 30% of the non-target parents indicated that there had been difficulties. One child was 7 weeks premature, and another was delivered by Caesarean section. The other parent did not specify the problem.

Items Derived from OCR

Table 7 presents a summary of these data. A few differences emerge between the groups largely in the area relating to speech problems. More target parents report difficulties on several items relating to speech problems notably "hard to understand". The only major problem reported was "sits close to TV" with several parents in both groups indicating frequent occurence with their child.

Personality Characteristics of Child

Data regarding the parents perception of personality characteristics of their child are summarized in Table 8. Major differences in parents perceptions are apparent between these two groups. Target parents perceived their children more frequently to be argumentative, stubborn, "a show-off", clumsy, and generally negative. On positive attributes contained on this checklist, non-target parents more frequently mentioned that their child was considerate and affectionate toward others.

Pride of Parents

Two attributes-general consideration and helpfulness and singing and dancing abilities-were mentioned by parents in both groups. Four non-target and two target parents answered that their child was considerate and helpful to others. One non-target and

Table 7

Parents Report on OCR Items

	NO		SOME		OFTEN	
	T	NT	T	NT	T	NT
Not hear when you talk to him	25%	40%	73%	60%	12%	-
Doesn't pay attention	37%	10%	50%	80%	12%	10%
Answers with nods or gestures	22%	60%	88%	30%	-	10%
Sits close to TV	67%	50%	11%	20%	22%	30%
Holds books close	100%	90%	-	-	-	10%
Squints to see	89%	90%	-	-	11%	10%
Rubs eyes a lot	100%	100%	-	-	-	-
Doesn't seem to see things	50%	66%	50%	22%	-	12%
Hard to Understand	67%	78%	-	22%	33%	-
Says some words wrong	37%	78%	63%	22%	-	-
Says some sounds wrong	78%	80%	11%	10%	11%	10%
Talks like a younger child	75%	90%	25%	-	-	10%

Table 8

Parents Perception of Personality Characteristics of Child

	NO		SOME		OFTEN	
	T	NT	T	NT	T	NT
Considerate	11%	-	44%	40%	44%	60%
Argumentative	12%	40%	11%	60%	67%	-
Stubborn	-	40%	44%	60%	55%	-
Show-Off	22%	40%	34%	50%	44%	10%
Affectionate	33%	22%	22%	22%	44%	66%
Clumsy	33%	89%	33%	11%	33%	-
Afraid to be Away	66%	70%	33%	20%	-	10%
Tires Easily	63%	90%	37%	10%	-	-
Negativism	12%	10%	55%	80%	33%	10%

two non-target parents mentioned singing and dancing abilities of their child. Academic abilities of the child were specified by two target parents. Mastery of English by their child was a source of pride to three of the non-target parents. Other traits mentioned by a single non-target parent were rides a bike well, dresses himself, and has stopped saying bad words. One target parent also mentioned that her child prays and kisses her goodnight.

Information Desired by Parents about the School

Only two parents in each of the groups requested additional specific information about the school The two non-target parents requested additional information about the bilingual program. One target parent wanted to know exactly what their child was doing in the school and the other target parent wanted to know what ("if any") reading program was being used.

Parents Expectations For their Child

In response to the question regarding what they would like their child to learn in school, two non-target and five target parents indicated that they would like their child to learn basic academic skills. Four non-target parents and two target parents stressed the importance of mastering English. The remaining parents in both groups were nonspecific generally indicating that their child had already learned a great deal and that they wanted him/her to learn as much as possible.

Two other questions dealt with academic expectations of the parent for their child. One of these asked parents how they expected their child to do in school; the other asked how many

grades they expected their child to complete. All non-target parents expected their child to do well in school; however two of the target parents expected their child to have problems in school.

Non-target parents seemed to have more definite expectations for the academic careers of their children. Six non-target parents indicated that they expected their child to finish high school. Three non-target parents stated that they expected their child to attend college. The final non-target parent responded "as far as she wants to." Three target parents did not respond to this question. Three of the target parents responded that they expected their child to finish high school. Two others expected their child to attend college. The other parent expected her child to be a "drop-out".

Parents Problems with the Schools

Six of the non-target parents and two target parents indicated approval with current programs and procedures in the school. Problems with centers and directors were mentioned by two non-target parents and one target parent. Need for child to learn more academic skills, e.g., reading and writing were mentioned by two non-target and one target parent.

Another target parent stressed the need for more adequate teacher training for Center personnel.

Parents Perception of Problems School Could Help With

None of the non-target parents indicated that their child had any problems that the school could help with. Five of the target parents specified problems. Two of these problems - speech problems and comprehension of English - were specific problems. The others (help her be a better child, overcome

her sensitiveness and eating habits, and ability to express her feelings) were more general problems.

Although it is difficult to draw any definite conclusions from these types of data, some general statements can be made.

In summary, it seems that the major consistent differences between target and non-target children according to parents' reports occur in the following areas.

1. Presence of father in home
2. Quality of child's interpersonal relationship with peers and siblings
3. Extent to which child discusses school experiences
4. Selected self-care skills of child
5. Speech problems of child
6. Personality characteristics of child
7. Academic expectations of parent for the child
8. Presence of specified problems that school could help with

Other items on the Interview revealed no consistent differences between the groups. Since one of the major objectives of the Interview was to determine what the functional level of the target child was in the home, this lack of differences may be interpreted in a positive light. Apparently in many areas the target child presents competencies that are identical to other four-year-olds. These similarities between groups as well as the differences are equally important in developing an impression of the parents' view of the target child.

The following recommendations are made in an attempt to construct an Interview that focuses equally on the similarities and differences

between the two groups. Suggestions for deletions were generally made because of time limitations rather than because an item was "bad".

Based upon data available from the Parent Interviews, literature reviews of other parent interviews, and clinical judgments of SEDL staff. The following items should be included in the revised Parent Interview:

1b	5a	11	16	24
2e	5b	12b	17	28
3a	5c	13	18	
4a	5d	14	19	
5e	10	15	23	

Another group of items provided interesting information and required, in most cases, minimal administration time. If adequate time were available and definite plans for use of the information are made, these items should also be included:

1a	3b	20	26
2a	4b	21	27
2c	4c	22	
2g	4d	25	

The remaining items should be discarded or major revisions made. In general, the items have either had a low response rate, all answers have been the same, or require excessive amounts of administration and analysis time. These items are:

1c	2f	6	9
2b	3c	7	12a
2d	3d	8	

BIBLIOGRAPHY

AAMD Adaptive Behavior Scale

Behavioral Characteristics Progression Chart (Fickel, R. C.)

Californial Preschool Social Maturity Scale

Denver Developmental Screening Test (Frankenberg, Dodds)

Developmental Tasks & Instructional Activities (Lepiak, Fae)

Gessell Developmental Schedules (Gessell, Arnold)

Handbook For A Parent School Community Involvement, Texas Migrant Educational Development Center (SEDL, 1970)

Labeling The Mentally Retarded: Clinical and Social Perspectives on Mental Retardation, (Mercer, Jane)

(1) "Adaptive Behavior Inventory"
(2) "Sociocultural Modality Index"
(3) "Health History & Impairment Inventory"
(4) "Physical Dexterity Battery"

Parent's Behavioral Rating Scale (Strag, Gerald)

Parent Education & Training Literature Review, (SEDL, 1973)

Preschool Attainment Record (Doll, Edgar)

Purdue Motor Perceptual Survey (Roach, Eugene)

Staff Training In A Public School Setting (Taylor, Don)

(1) "Parent Attitude Scale"
(2) "Priority of Services To Parents Scale"
(3) "Parental Priority For Developmental Growth Scale"

Vineland Social Maturity Scale (Doll, Edgar)

CONSULTANT REVIEW AND CRITIQUE OF PARENTAL INTERVIEW FORM AND INSTRUCTIONS

The following pages include: a. Brief background explanation, b. Statement of purpose and sequence of activities in development, c. Instructions for the teacher (or other interviewer), d. Interview form

After reviewing the materials, please comment on your overall reaction, including positive reactions, criticisms, and suggestions for improvement. In addition, your response to the following questions will assist the staff in further revisions.

Regarding the interview questions:

1. Are the items within the developmental capabilities of four year olds?
2. Are the items stated positively?
3. Is the language simple and clear, free of ambiguity?
4. Is it too long? too short?
5. Are the items in reasonable sequential order?
6. Are the items observable at-home behaviors?

Regarding the instructions for the teacher:

1. Will teachers be able to use the information?
   a. for recognizing the child's at-home competencies
   b. for identifying potential problems
2. Are the instructions detailed enough? too detailed?
3. Is the language easy to read and understand?

Regarding the total package (interview form and manual)

1. Is the total package exportable?
2. Is the total package applicable?
3. Should an audio-visual interview demonstration be added? Filmstrips ____ Audiotape ____ Film ____ Videotape (reel to reel or cassette) ____

S.E.D.L.
STAFF USE ONLY

BACKGROUND

In order to provide an individualized instructional for the 4-year-old, Mexican American child with a special learning problem, the program staff considered it essential to have some objective means of obtaining and recording information from the parents concerning the child's at-home behavior. Specific concerns were to develop an interview form that

(1) could be administered by a classroom teacher at the high school graduate level

(2) could be administered in 20 minutes or less

(3) focused on the positive attributes of the child

(4) provided information about

a. basic demographic characteristics

b. at home competencies of child

c. potential problems of child perceived by parent

A review of the literature, parent interview questionnaires, and personal interviews revealed that there are no instruments currently available which would meet the specific needs of this project. This review included:

1. Parent Rating Scale (Gerald Strag, Mental Health Institute, Independence, Iowa)
2. Preschool Attainment Record (Edgar Doll - adapted by SEDL, 1970)
3. Denver Developmental Screening Test (Frankenberg, W. K., Dodds, J. B., and Fandal, A. W.)
4. Parent Attitude Scale (Department of Special Education, University of Texas)
5. Developmental Schedules (Gesell, Arnold)
6. Developmental Tasks and Instructional Activities (Lysiak, Faye)
7. Perdue Motor Perceptual Survey (Roach, Eugene G. and Kephart, Newell)
8. Behavioral Characteristics Progression Chart (Fickel, R. C., Santa Cruz County, Office of Education, Santa Cruz, California)

9. Adaptive Behavior Inventory for Children (Jane Mercer)

10. Handbook for a Parent-School-Community Involvement Program (SEDL)

Consultants:

Dr. Will Beth Stephens, Temple University

Dr. Jane Mercer (Pluralistic Assessment Project, University of California at Riverside)

CRITIQUE OF PARENTAL INTERVIEW FORM

AND INSTRUCTIONS TO INTERVIEWERS

1. The items seem developmentally appropriate to me. One minor point--I feel that it is within normal variation for some four year olds to function with the peer group in parallel fashion rather than cooperatively. The questions relating to peer relations need to be asked; my point is with respect to interpretation.

2. Items are stated positively in my opinion.

3. Except where I have made notations on the copy, the items are stated in unambiguous terms. I feel it is better, however, to formulate all questions so as to avoid yes and no responses (it is not always possible to do so).

4. I do not feel that the interview is too long or too short. If interviewers are trained to proceed at a fairly standard rate with parents who are not offering elaborated responses, still asking enough follow through questions, a fairly good amount of information about the way parents view the child will be available. Interviewers should be instructed to listen somewhat longer if parents seem very eager to talk, even though the interview form has been completed.

5. I would rearrange order to start with question about what parents are most pleased with the child for. In relationshi! to item three above, although the items are positive in nature, ordering the interview with a very positive beginning would seem to set a positive tone for the whole interview.

6. There are items which ask for some inference, but without training the parents to avoid interpretation, one will get inferences in any case. A behavioral analysis is more appropriate later, rather than on initial contacts with the home. I do feel that even initially it is important to formulate your inquiries in behavioral terms in so far as possible.

Instruction

1.a Teachers should be very clear that the information is the parents' perception--not an accurate account of the child's competence. Should they have a different picture of the child that is reason for follow through inquiry.

1.b Certainly either discrepancy between parents' view of the child or the problem which parental response might indicate are cause for considering potential interfering factors.

2. Most comments regarding the text are to be found in the copy. I would underline the desirability of grouping all general principles related to the interview at the beginning. Specific clarifications should be referenced to those sections or items to which they relate.

3. For the most part the language is easy to follow. Avoid, however, any suggestion that the interviewer's role has anything to do with diagnosis.

Regarding the Total Package

1. To make the item exportable I would feel more comfortable if there were guidelines and materials for a trainer for conducting the training sessions.

2. (I do not understand the direction of the question.) The whole package seems applicable to identification of potential problem based on parental perception. Caution should be included in inferring more than perception of child's functioning. Any significant parental concern that can indicate anxiety over the child's status is worth following through pregrammatically.

3. I strongly recommend audio-visual training materials modeling appropriate and illustrating inappropriate interviewing. Film cartridges cassettes would seem a very exportable fashion, 16mm would be more exportable. Reel or cassette audiotape of interviewing could be used for training in general questioning and probing skills.

Overall Comment

I feel very positive about the potential of the interview when packaged with appropriate training manuals and materials. Trainers to go with the package initially or to monitor its use would be an excellent addition--perhaps you can include this in the design test phase of development and evaluate the extent which training is making better interviewers of teachers.

Evaluator

INTERVIEWING PARENTS - GENERAL INSTRUCTIONS

Preparing for the Interview

1. Review the manual and questions thoroughly, note the format of the questionnaire.
2. Set up a time for the interview with each parent that is convenient for them. Allow approximately 20 minutes for each interview.
3. Emphasize positive points about the child. To do this you will first have to be clear about them yourself. So, study the child and his classroom work carefully.

Conducting the Interview

1. Spend the first few minutes giving the parent positive information about the child and becoming better acquainted with the parent.
2. You should already know the parent well enough to know whether to use English or Spanish. However, if you decide at any point that the other language would be more appropriate, change languages. Please note on the interview where such a change takes place.
3. The questions of the interview form are suggestions. If you feel awkward with a question or the parent doesn't seem to understand, rephrase the question. Specific examples of adaptations are presented later in the manual.
4. Throughout the interview the parents may try to "second guess" you in order to try to give answers that they think you want. It is important that you relieve parents' anxieties by assuring them that you don't expect a certain type of answer from them. Emphasize that there are no correct or best answers. For example, if a parent indicates that their

child never helps with household work, you can simply say: "Yes, that's understandable for a child of his age." A type of response you would not want to give is "Are you sure he doesn't do anything?" or "Surely he is expected to do something."

5. Detailed information about prompts is presented later in the manual. Be sure to read this carefully to avoid the impression of "grilling" the parent.

Recording the Interview

1. A form has been provided for your use in recording information. Some parents may feel very uncomfortable about your writing down their response. Stress that you are recording the responses so that you can have the information to help you know the child better so as to be able to teach him better. You might want to show the parents the interview form to put them more at ease. Others may be so nervous about your writing that it is best to wait until after the interview to record the information.
2. Checklists are provided on several of the questions. In some instances these checklists are provided as guidelines for questions; other checklists are not to be read aloud and are only used as a means of recording responses. Detailed information about each checklist is provided later in the manual. Please follow these directions closely.
3. If you do not understand something the parent is telling you, ask them to tell you more or to give examples, at that time rather than at the end of the interview.
4. On some of the questions, checklists are given that have possible answers of "yes," and "Comments." Record whatever information the parent gives but don't push them for how often the child does the behavior.

5. Remember that you don't want the parents to feel that you expect the child to do all of these things, so don't read the checklists (questions 2 and 8). Try to key any prompting to information that the parent has already given you. As the interview progresses the parents usually become more relaxed and open. Be sure to record, under the appropriate question, any information that the parent might give later in the interview.

S.E.D.L.
STAFF USE ONLY

INTERVIEW QUESTIONS

INTRODUCTION: The teacher should prepare a short introduction to put the parent at ease and to give an idea of the purpose of the interview and the form.

EXAMPLE: Hello, Mrs. (Mr.) _____. I'm so glad that you could come in today and visit with me. (Or, if it is a home visit--I'm so glad you invited me into your home today.) I see _____ in school, but I really wanted a chance to learn more about him/her and the things he/she likes to do at home. I would like to ask you some questions about the different things _____ does at home. I'm going to write down what you tell me on this form, so I won't forget. All the children in my class are different and special, and I want to be sure to teach them in the best possible way.

QUESTION 1: I'VE NOTICED THAT _____ REALLY LIKES TO _____ (SPECIFY ACTIVITY THAT CHILD ENJOYS AT SCHOOL.) WHAT DOES HE/SHE ENJOY DOING MOST AT HOME?

Purpose: To gain information from the parent about particular interests and skills the child has that might assist you in reinforcing and building on these.

Prompts:

Recording: Record the response the parent gives you.

QUESTION 2: WHAT ARE SOME OTHER THINGS HE/SHE LIKES TO PLAY AT HOME?

Purpose: To gain additional information about interests and skills of the child in order to reinforce and build on these.

Prompts: If parent doesn't give you information about a specific activity that you think the child enjoys, ask them if the child enjoys this at home. If possible try to combine several items, together with an observation you have made at school to avoid asking too many questions.

EXAMPLE: _____ seems to enjoy story time at school. Usually after he's listened to a story, he likes to go back and look at the book and repeat as much of the story as he can remember. Does he like to do this or make up stories at home?

QUESTION 3: DOES HE/SHE PLAY WITH HIS/HER BROTHERS AND SISTERS?

Purpose: To determine how well the child gets along with siblings and activities they enjoy together.

Prompts: If parent just says "Yes," ask her "What do they usually do together?" If parent says "No," don't question as to reasons but record any information that the parent volunteers.

Recording: Hopefully you will be able to record whether the child has siblings of about the same age, how well they get along together, reasons for any discord, and activities they enjoy together.

QUESTION 4: ARE THERE OTHER CHILDREN IN THE NEIGHBORHOOD THAT HE/SHE LIKES TO PLAY WITH?

Purpose: To determine how well the child gets along with children of his own age and activities that they enjoy together.

Prompts: If parent just answers "Yes" ask "What kinds of things do they usually do together?" If parent says "No" don't question extensively but record any information the parent volunteers.

Recording: Record any information that the parent gives you about the presence of children in the neighborhood, how well child gets along with them, and activities they enjoy.

QUESTION 5: WHAT DOES HE/SHE DISLIKE DOING?

Purpose: To gain information about dislikes of the child in order to avoid unpleasant experiences for him at school and also in order to help him in overcoming these dislikes.

Prompts:

Recording: Record the response the parent gives you.

QUESTION 6: IS THERE ANYTHING HE/SHE IS AFRAID OF?

Purpose: To gain information about the fears of the child to avoid unplesant experiences and to help the child overcome these fears.

Prompts:

Recording: Record the response the parent gives you.

QUESTION 7: HOW ABOUT GETTING DRESSED IN THE MORNING. WHAT KINDS OF THINGS DOES HE/SHE DO TO GET HIMSELF/HERSELF DRESSED?

Purpose: To provide the teacher with information about the self-help skills of the child.

Prompts: If you feel that the child probably does something that the parent hasn't mentioned, ask her about it. Again try to combine your question with an observation about something the child does in school.

Recording: Record the response the parent gives you.

QUESTION 8: WHAT THINGS DOES HE/SHE NEED HELP WITH?

Purpose: To provide teacher with information about the self-help skills of the child.

Prompts: Follow the same procedure outlined under Question 2.

Recording: Record the response the parent gives you.

QUESTION 9: WHAT DOES _____ DO TO HELP YOU AROUND THE HOUSE OR YARD?

Purpose: To gain more information from the parent about the types of skills a child demonstrates at home in order to help with teaching.

Prompts: If the parent answers, "He/she doesn't do anything to help" and you think the child probably does help with something, reword the question and give an observation you have made at school.

EXAMPLE: Parent says, "He doesn't help."
Teacher might say, "At school he likes to help me pass out the juice. Does he ever like to help you put food on the table or help out by picking up his clothes?"

If parent still says "No," go on to Question 10 but be sure to record anything related to "help around the house" that might come up during the interview. Some statement should probably be made at this time to keep the parent from thinking that the child is not doing something that the teacher expects him to be doing.

An important thing to remember is that you don't want the parent to feel that you expect the child to be doing all of these things. For this reason DON'T READ THE CHECKLIST to parent. Try to key any prompts to information that the

parent has already given you. If the parent has already told you that the child helps with several things listed under "Helping in the Kitchen," ask her about the other things under the same listing.

EXAMPLE: Parent says, "He helps me sometimes by setting the table and drying dishes."
Teacher might say, "It sounds like he's a big help to you. When he's helping does he ever do things like clearing off the table or washing or putting away the dishes?"

If the parent doesn't mention one of the categories and you think the child probably helps with it, ask her about it and give a specific example.

EXAMPLE: Teacher might say, "Does _____ ever help with the cleaning by picking up his toys or his clothes?

Recording: Record the final response of the parent.

QUESTION 10: DOES HE/SHE ALWAYS SEEM TO HEAR WELL? SEE WELL? SPEAK WELL?

Purpose: To determine possible problems that the parent may be aware of that teacher may or may not have noticed.

Prompts: If parent answers "No," record any problems that she specifies in the "Comments."

Recording: Record any information given by parent.

QUESTION 11: I'VE NOTICED THAT _____ LIKES TO (POSITIVE MENTION OF WHETHER CHILD IS QUIET/TALKATIVE AT SCHOOL.) DOES HE/SHE LIKE TO TALK A LOT AT HOME?

Purpose: To learn more about verbal skills of child in home situation.

Prompts: Encourage the parent to give you more than just a Yes response. However, don't push the parent for information.

NOTE: Be sure to make a positive statement about the child's verbal abilities; don't just say "He is always talking at school" or "He never says a word at school."

Recording: Record as much information as the parent gives you; for example, how verbal the child is, how the parent feels about children talking, situations that create the most talk, etc.

QUESTION 12: WHICH LANGUAGE DOES _____ USE MOST OF THE TIME?
SPANISH _____ ENGLISH _____

Purpose: To learn more about bilingual abilities of the child.

Prompts:

Recording: Record as much information as the parent gives you: for example, when does he speak English, or Spanish; and who is he with when this occurs.

QUESTION 13: WHICH LANGUAGE DOES _____ UNDERSTAND?
SPANISH _____ ENGLISH _____

Purpose: To learn more about bilingual abilities of the child.

Prompts:

Recording: Record as much information as the parent gives you: for example, does he both understand and speak English; when does he, and who is he with when this occurs.

QUESTION 14: HAS _____ ALWAYS BEEN A HEALTHY CHILD?

Purpose: To determine general health and any health problem that the parent recognizes that the teacher may or may not have noticed.

Prompts:

Recording: Record any information that parent gives you.

QUESTION 15: DOES _____ EVER COMPLAIN OF ANY OF THE FOLLOWING?
headaches _____
toothaches _____
stomach aches _____
runny nose _____
arm aches _____
leg aches _____
being very thirsty _____
being very hungry _____
being tired or sleepy _____

Purpose: To determine general health and any health problems that the parent recognizes that the teacher may or may not have noticed.

Prompts:

Recording: Record any information that parent gives you.

QUESTION 16: DID YOU HAVE ANY SERIOUS ILLNESSES OR COMPLICATIONS DURING PREGNANCY OR BIRTH OF _____?

Purpose: To determine if any problems were present during this crucial time that might alert you to possible problems.

Prompts: If parent answers "Yes," ask what the problem was. However don't insist upon an explanation if parent seems shy or hesitant to respond.

Recording: Record any information given by parent.

QUESTION 17: WOULD ANY OF THE FOLLOWING APPLY TO _____?

Purpose: To identify possible problems that the parent may be aware of that the teacher may or may not have noticed.

Prompts:

Recording: Record any information that parent gives you.

QUESTION 18: WHAT ARE SOME OF THE THINGS THAT _____ DOES THAT YOU ARE MOST PROUD OF?

Purpose: To gain more information from the parents about strengths of the child that the teacher may or may not have noticed.

Prompts: The parent may not understand or be able to answer this question easily. She may just simply agree with what you have said. If she seems to be having trouble try rephrasing the question or giving an example.

EXAMPLE: Parent says, "Yes, he does get along well with other children."
Teacher migh say, "Yes, that is really good when a child his age can do that. What are some other things about him that you think are especially good for a child his age?"

Recording: Write down what the parent tells you. If you have any questions or do not understand, ask her to give you an example.

QUESTION 19: IS THERE SOMETHING YOU'D LIKE TO KNOW ABOUT THE SCHOOL OR WHAT YOUR CHILD DOES AT SCHOOL?

QUESTION 20: WHAT WOULD YOU LIKE YOUR CHILD TO LEARN?

QUESTION 21: IS THERE SOMETHING YOU'D LIKE TO SEE THE SCHOOLS DO THAT WE AREN'T DOING NOW?

Purpose: Tc establish some positive exchange of information between parent and school.

Prompts: These may be difficult questions for the parents. If they answer "No" immediately, try rephrasing the questions. It might be helpful to give some ideas from your own experience as a parent or student and schools. However, don't push parents for response.

Recording: Record any information given by parent.

QUESTION 22: DO YOU THINK YOUR CHILD HAS ANY PROBLEMS THAT WE COULD HELP WITH?

Purpose: To be sure you have given the parent every opportunity to express his/her concerns for his/her child. They might have a problem not mentioned on the form or that the parents had neglected to mention earlier.

Prompts:

Recording: Record any information given by the parent.

S.E.D.L.
STAFF USE ONLY

PARENT INTERVIEW FORM

PILOT TEST INSTRUMENT

1. I've noticed that _____ really likes to _____(specify activity that child enjoys at school). What does he/she enjoy doing most at home?

   Comments _____

2. What are some other things he/she likes to play at home?

PLAY ACTIVITIES	YES	COMMENTS
plays pretend (dress-up, house, cowboys, school, work, etc.)	___	_____
makes up stories	___	_____
listens to stories	___	_____
retells stories	___	_____
repeats poems/rhymes	___	_____
sings	___	_____
dances	___	_____
listens to music	___	_____
looks at books/magazines	___	_____
watches T.V.	___	_____
draws/colors	___	_____
cuts paper	___	_____
plays with toys/playthings	___	_____
plays ball	___	_____
plays dolls	___	_____
rides tricycle/bicycle	___	_____
makes/builds things	___	_____
runs/skips	___	_____
games	___	_____
other	___	_____
favorite toys	___	_____
favorite games	___	_____
favorite T.V. program	___	_____

3. Does _____ play with his/her brothers and sisters? YES_____NO_____

   What do they like to do together?_____

   _____

   Comments: _____

4. Are there other children in the neighborhood that he/she likes to play with? YES_____NO_____

   What do they do together?_____

   _____

   Comments: _____

5. What does he/she dislike doing?

   Comments: _____

6. Is there anything he/she is afraid of?

   Comments: _____

7. How about getting dressed in the morning.

   What kinds of things does he/she do to get himself/herself dressed?

SELF-CARE	YES	COMMENTS
selects own clothes	___	_____
puts on clothes	___	_____
fastens clothes	___	_____
puts on shoes	___	_____
ties shoes	___	_____
undresses	___	_____
takes bath	___	_____
washes face/hands	___	_____
brushes teeth	___	_____
combs hair	___	_____

8. What things does he/she need help with? _____

9. What does _____ do to help you around the house or yard?

HELPING IN KITCHEN	YES	COMMENTS
fixing meals	___	_____
setting tables	___	_____
helping with dishes	___	_____
other	___	_____
HELPING WITH YOUNGER CHILDREN		
feeding	___	_____
dressing	___	_____
baby sitting	___	_____
other	___	_____
HELPING WITH CLEANING		
making beds	___	_____
putting playthings away	___	_____
emptying trash/ash trays	___	_____
sweeping/vacuuming	___	_____
other	___	_____
HELPING WITH LAUNDRY		
picking up clothes	___	_____
carrying laundry aids/ clothes	___	_____
folding clothes	___	_____
putting clothes away	___	_____
other	___	_____

HELPING IN YARD	YES	COMMENTS
watering	___	_____
gardening	___	_____
cleaning the yard	___	_____
other	___	_____
TAKING CARE OF PETS/ANIMALS	___	_____
RUNNING ERRANDS		
taking messages	___	_____
shopping	___	_____
bringing things	___	_____
other	___	_____
HELPING WITH FIXING THINGS	___	_____
OTHER (specify)	___	_____

10. Does he/she always seem to hear well? YES _____ NO _____
see well? YES _____ NO _____
speak well? YES _____ NO _____

Comments: _____

11. I've noticed that _____ likes to (Positive mention of whether child is quiet or talkative at school). Does he/she like to talk a lot at home?
YES _____ NO _____

Comments: _____

12. Which language does _____ use most of the time?
Spanish _____ English _____

Comments: _____

13. Which language does _____ understand? Spanish _____ English _____

Comments: _____

14. Has _____ always been a healthy child? YES _____ NO _____

15. Does _____ ever complain of any of the following?

headaches _____
toothaches _____
stomach aches _____
runny nose _____
arm aches _____
leg aches _____
being very thirsty _____
hungry _____
being tired or sleepy _____

Comments: _____

16. Did you have any serious illnesses or complications during pregnancy or the birth of _____? YES _____ NO _____

17. Would any of the following apply to _____?

complains of ear aches _____
answers with "what" _____
ignores talk directed to him/her _____
answers with nods or gestures _____
sits close to T.V. _____
holds books very close _____
squints to see _____
rubs eyes a lot _____
eye irritations _____
doesn't seem to see things that happen in the same room with him/her _____
speech is difficult to understand _____
mispronounces certain words _____
mispronounces certain sounds _____
talks like a much younger child _____

18. What are some of the things that _____ does that you are most proud of?

Comments: _____
_____

19. Is there something you'd like to know about the school or what your child does at school?

Comments: _____
_____

20. What would you like your child to learn?

Comments: _____
_____
_____

21. Is there something you'd like to see the schools do that we aren't doing now?

Comments: _____
_____
_____

22. Do you think your child has any problems that we could help with?

Comments: _____
_____

S.E.D.L.
STAFF USE ONLY

GUÍA PARA ENTREVISTAR A LOS PADRES

PILOT TEST INSTRUMENT

1. Me he fijado que a _____ le gusta mucho _____ (diga qué actividad le gusta al niño/niña en la escuela). ¿Qué prefiere hacer en la casa?

   COMENTARIOS _____

2. ¿A qué otros juegos le gusta jugar en casa?

JUEGOS Y PASATIEMPOS	SÍ	COMENTARIOS
pretende ser otra persona o estar en otra situación	__	_____
inventa cuentos	__	_____
escucha cuentos	__	_____
repite cuentos	__	_____
dice poemas/rimas	__	_____
canta	__	_____
baila	__	_____
escucha música	__	_____
mira libros/revistas	__	_____
mira televisión	__	_____
dibjua/colorea	__	_____
corta papel	__	_____
juega con juguetes	__	_____
juega con pelotas	__	_____
juega con muñecas	__	_____
anda en bicicleta/ triciclo	__	_____
hace/construye cosas	__	_____
corre, salta	__	_____
juegos, pasatiempos	__	_____
otros	__	_____
juguetes favoritos	__	_____
juegos favoritos	__	_____
programas favoritos de televisión	__	_____

3. ¿Juega _____ con sus hermanos y hermanas? SÍ ____ NO ____

   ¿Qué les gusta hacer juntos? _____

   COMENTARIOS _____

4. ¿Hay otros niños en el barrio con quienes le gusta jugar? SÍ ____ NO ____

   ¿Qué hacen juntos? _____

   COMENTARIOS _____

5. ¿Qué no le gusta hacer?

COMENTARIOS _____

_____

6. ¿Tiene él/ella miedo de algo?

COMENTARIOS _____

_____

7. ¿Se viste solo/sola en la mañana?

¿Qué hace para vestirse?

CUIDADO DE SÍ MISMO	SÍ	COMENTARIOS
escoge su ropa	__	_____
se viste	__	_____
se abrocha su ropa	__	_____
se pone los zapatos	__	_____
se amarra los zaparos	__	_____
se desviste	__	_____
se baña	__	_____
se lava la cara y las manos	__	_____
se cepilla los dientes	__	_____
se peina	__	_____

8. ¿Con qué necesita ayuda? _____

9. ¿Qué cosas hace _____ para ayudarse en la casa o la yarda?

AYUDA EN LA COCINA	SÍ	COMENTARIOS
preparar comidas	__	_____
poner la mesa	__	_____
lavar los trastes	__	_____
otras cosas	__	_____
AYUDA CON LOS NIÑOS MÁS PEQUEÑOS		
darles de comer	__	_____
vestirlos	__	_____
cuidarlos	__	_____
otras cosas	__	_____
AYUDA CON LA LIMPIEZA DE LA CASA		
hacer las camas	__	_____
recoger juguetes	__	_____
tirar la basura	__	_____
vaciar los ceniceros	__	_____
barrer/limpiar con la aspiradora	__	_____
otras cosas	__	_____

	SÍ	COMENTARIOS
AYUDA CON LA ROPA		
recoger la ropa	__	_____
traer jabón/ropa	__	_____
doblar la ropa	__	_____
guardar la ropa	__	_____
otras cosas	__	_____
AYUDA EN LA YARDA/JARDÍN		
regar	__	_____
cuidar el jardín	__	_____
limpiar la yarda	__	_____
otras cosas	__	_____
CUIDA ANIMALES DOMÉSTICOS	__	_____
HACE MANDADOS		
recibir y llevar mensajes	__	_____
ir a la tienda	__	_____
traer cosas	__	_____
otras cosas	__	_____
¿LE AYUDA CUANDO UD. ESTÁ COMPONIENDO O ARREGLANDO COSAS?	__	_____
OTRAS COSAS (aclare)		_____

10. ¿Parece que él/ella oye bien siempre? SÍ _____ NO _____
ve bien SÍ _____ NO _____
habla bien SÍ _____ NO _____

COMENTARIOS _____

11. Me he fijado que a _____ le gusta (comentario positivo si el niño/la niña es callado/callada o si habla bastante). ¿Le gusta hablar mucho en casa? SÍ _____ NO _____

12. ¿Qué idioma usa _____ lo más del tiempo? Español ____ inglés _____

COMENTARIOS _____

13. ¿Qué idioma comprende _____? Español ____ inglés _____

COMENTARIOS _____

14. ¿Ha sido siempre _____ un niño/una niña saludable? SÍ _____ NO _____

15. ¿Se queja a veces de alguno de estos problemas?

dolor de cabeza _____
dolor de muelas _____
dolor de estomágo _____
le corre la nariz _____
dolor de brazos _____

dolor de piernas _____
tiene mucha sed _____
tiene mucho hambre _____
se cansa fácil o anda siempre con sueño _____

COMENTARIOS _____
_____

16. ¿Tuvo usted alguna enfermedad seria o complicaciones durante el embarazo o el nacimiento de _____? SÍ _____ NO _____

17. ¿Hace su niño/niña alguna de estas cosas?

se queja de dolor de oídos _____
responde con "¿Qué?" or "What?" _____
no hace caso cuando le hablan _____
responde con gestos o movimientos de cabeza _____
se sienta muy cerca de la televisión _____
detiene libros muy cerca para verlos o leerlos _____
aprieta los ojos para ver (squint) _____
se talla los ojos _____
se le irritan los ojos _____
parece no ver cosas que ocurren en el mismo cuarto donde está él/ella _____
es difícil entender lo que dice _____
pronuncia incorrectamente ciertas palabras _____
o ciertos sonidos _____
habla como un niño más pequeño _____

18. ¿Qué cosas hace _____ que le causan orgullo a usted?

COMENTARIOS _____
_____

19. ¿Hay algo que ustedes quieren saber tocante a la escuela o lo que hace su niño/niña en la escuela?

COMENTARIOS _____

20. ¿Qué les gustaría que aprendiera su niño/niña?

COMENTARIOS _____
_____

21. ¿Hay algo que ustedes quisieran que hiciera la escuela que no se está haciendo ahora?

COMENTARIOS _____
_____

22. ¿Tiene su niño/niña algún problema con que le pudiéramos ayudar?

COMENTARIOS _____
_____

APPENDIX M

PARENT ACTIVITIES

1. PARENT WORKSHOP SURVEY
2. SUMMARY OF PARENT WORKSHOP ACTIVITIES
3. REPORT ON ADVENTURE PLAYGROUND
4. NEWSPAPER ARTICLE

PARENT WORKSHOP SURVEY

On March 5, 1974 we attended the Parent meeting at Canterbury Center. We gave out and discussed a list of possible topics for Parent Workshops. 15 surveys were completed and returned to us. There were 5 couples who responded jointly. There was a total of 20 parents present.

The Parents were instructed to check the topics that they were most interested in learning more about and to write in other topics which would be interesting to them. in the space provided. All the topics received some votes.

No. 9 - "Planning and building an adventure playground" received the most votes which was nine.

No. 3 - "Cultural enrichment programs, such as trips to museums, libraries, department stores, factories, parks, or zoos" received eight votes.

No. 2 - "Discussion of rhymes, poems, story-telling, songs, and dances in Spanish and English which will help strengthen cultural self-image" and No. 8 "Methods and techniques which promote parent-child interaction" tied with six each.

No. 7 - "Instruction in how parents can make and use materials to help their children learn" received five votes.

We are planning to provide for limited workshops on Nos. 9, 3, 2, 8, and possibly 7, but we feel that the parents expressed sufficient interest in all the topics that we recommend the other topics be offered by someone through Child, Inc.

These are possible topics for school-parent workshops. Please check those which would be most helpful to you.

_____ 1. Panel discussion on early childhood growth and development.

_____ 2. Discussion of rhymes, poems, story-telling, songs, and dances in Spanish and English which will help strengthen cultural self-image.

_____ 3. Cultural enrichment programs, such as trips to museums, libraries, department stores, factories, parks, or zoos.

_____ 4. Community involvement in planning and developing extra-curricular activities.

_____ 5. Community programs and ways to participate in such programs.

_____ 6. Presentation of commercial and school-made materials to show how they are used to strengthen the school instructional programs.

_____ 7. Instruction in how parents can make and use materials to help their children learn.

_____ 8. Methods and techniques which promote parent-child interaction.

_____ 9. Planning and building an adventure playground for children.

10. Others _____

_____

_____

Comments: _____

_____

_____

SUMMARY OF PARENT WORKSHOP ACTIVITIES

The Adventure Playground, (topic No. 9) having received the most votes on the parent survey (March 5, 1974) of possible parent workshops, was the first and primary concern we had in working with the parents at Canterbury Center.

We gave the parents all the responsibility for collecting materials and in getting donations for the lunch and volunteer work. Although they were not successful in getting all the materials they had wanted, they did collect a substancial amount of materials a cash value of $93.97 not including used tires and other incidental items donated, and use of tools.

This resulted in nine new pieces of playground equipment and ten painted tire flower pots.

They did a wonderful job on the lunch, which was chicken mole, rice, beans, sandwiches, bar-b-que beef, cake, coffee and punch.

Two parents worked with us on the publicity and spoke on two different radio programs about the playground. We also had T.V. and Newspaper coverage.

We did work closely with the Center Director, Social Worker, and the Parent Committee Chairman Mary Hernandez. This project was completed in 31 days from March 5 to April 6, 1974.

During this same time, we prepared and presented three limited cultural workshop which covered some of the other topics on the Parent survey. Topic #3, "Cultural enrichment programs, such as trips to museums, libraries, etc.," received the second highest vote. We attended with the parents as a group to a meeting of the "Mexican American Chamber of Commerce."

At the meeting the parents heard 6 Classical Mexican songs presented with a brief history of each by Santos Reyes.

The meeting was informative to the parents that attended and they have plans to attend future meetings.

We also contacted KLRN, T.V. station to arrange for the parents to visit the filming of a bilingual children's program but they were not filming at the time. They do welcome visitors, so this information was iven to the Parent Committee Chairman and the Center Social Worker.

No. 2 "Discussion of rhymes, poems, story-telling, songs, etc." was the topic for the next 2 workshops.

We did a lot of research for this which is documented in the "Progress on Parent Workshops Report." Because of a limited amount of time to present the workshops we had to be very selective and careful in selecting material for these.

For the next two workshops we did the following:

We showed the film "Paso a Paso" which shows children performing dances and games from the SEDL Bilingual Early Childhood Program so the parents could become more familiar with the program as well as be able to discuss the songs and games presented. In addition we presented 4 other songs which were not on the film and 6 finger plays and one game. We made written copies of these for the parents to take home and use with their children. We had a guest speaker Chema Saenz who told a story in Spanish and talked about Mexican folklore in Texas and led a discussion on that topic.

Ben Salazar presented another story for discussion. There was time for discussion after each topic on the program.

The parents expressed a lot of interest in this type of workshop and stated that they appreciated meetings and workshops being conducted in Spanish.

We felt too limited in time to present a workshop on No. 8 - "Methods and Techniques which promote parent-child interaction." We did look for someone who could do this type of workshop for the parents later and consequently learned of two parent workshops on this topic taking place on April 20 and April 27. We had notices on this workshop delivered to the Director of the center and discussed the workshop with the Center Social worker and the Parent Committee Chairman as a possibility for their parents to attend. The County Agricultural Extension Agricultural Extension Agent who is conducting the workshops expressed a desire to conduct a workshop for the parents in the neighborhood of Canterbury Center if they will request one and provide facilities.

REPORT ON ADVENTURE PLAYGROUND

This report encompasses all activities surrounding the planning and building of "An Adventure Playground" at Canterbury Center. Actual planning by the parents on this activity began at a parent meeting on March 5, 1974. At this time twenty parents and other interested guests met to view slides on "Adventure Playgrounds." The successful results attained at this meeting were attributed to the fact that several key parents were contacted by telephone and at the center when they came to pick up their children and informed of its purpose. These parents responded in a way which motivated others to participate in the project.

Any success in building the playground can be attributed to the following:

1. As a S.E.D.L. intern and consultant, we coordinated activities between parents, consultant Jerry Turner and Child Inc. staff.

2. Key parents were identified and a constant on-going communication was sustained throughout the planning period to keep up interest among those participating in the project.

3. Progress on the "Adventure Playground" was reviewed at one regular parent meeting. A special meeting was held later to assess progress relative to materials collection and manpower.

4. There was some success in obtaining donated materials and paints from individuals and local merchants. A total value of $93.96 was donated in materials and in food. This doesn't include 19 used tires and miscellaneous materials such as nails, chains, etc.

5. Twenty parents in addition to 17 other members of the community helped in the project. Everyone was invited to participate. Both men and women had an opportunity to be involved in the project. The women provided food and drink and the men the heavy work. There were a total of 122 men hours donated to the project.

6. The services of a competent consultant on "Adventure Playgrounds" were donated. The direction provided by this consultant was very helpful in all phases of the project.

7. Adequate publicity was attained by contacting the news media through radio, television, several newspapers, posters and word of mouth.

8. The director and staff of Canterbury Center wanted "An Adventure Playground." Their suggestions and participation in the various discussions of the project were very helpful.

Following is a list of playground equipment which was added to the Canterbury Center playground on April 6, 1974:

1. Two tire swing seats to replace conventional seats for variety.
2. One new tire swing.

3. One tri-level platform.
4. One sandbox with canopy and sand.
5. One tire tunnel (2 truck tires)
6. One climbing barrel
7. Twenty flower planters (tires, cut, inverted and painted)
8. One round table (telephone wire spool)

9. Re-located and lowered horizontal ladder to accomodate 3, 4, and 5 year old children

10. Painted tires scraps (for use in a variety of jumping games)

The Group painted all items of newly constructed playground equipment.

Some of the plans in building the "Adventure Playground" were not realized on April 6.

I. Some promised materials were not obtained or delivered, such as:

1. Two parents were unsuccessful in obtaining concrete pipes. They reported that local merchants that sell this product did not want to donate any of these materials.

2. Two parents were unable to obtain asphalt which was needed to construct a tricycle track. Another parent who promised to get this material never showed up.

3. Two individuals were not able to obtain railroad crossties needed for various phases of construction. It was reported that the local railroad maintenance office was not willing to donate these materials. We never heard from two other individuals who were supposed to get these materials.

4. One individual was not able to obtain telephone poles from the local telephone company. Two individuals who said they would bring some poles did not do so.

5. One parent wasn't able to get concrete blocks as she had planned.

The lack of materials prevented the building of at least four other items of playground equipment. The following items of equipment could have been constructed if materials had been made available:

1. One tricycle highway and accessories

2. Placement of concrete pipes to provide for a variety of playing activities

3. One climbing wall (telephone poles)

4. One climber (crossties)

5. One block house and accessories

It is recommended that a great deal of consideration be given when selecting a materials collection committee. Perhaps selecting two co-chairmen for each committee would be more effective. More time should be provided for organizational activities before the actual construction of a playground. Also, a date prior to the date set for construction of the playground should be planned to inventory materials.

[illegible] was established in March of 1962 by the San Jacinto Publishing Company.

The goals of La Fuerza are to publish news of local interest to the Mexican-American community, and to provide our readers with consistently relevant topics.

La Fuerza reporters and photographers are available to cover news concerning local school, church or civic organizations, as well as any other newsworthy occurrences.

Arrangements for news releases may be made by calling our offices at 442-1457, Monday through Friday.

La Fuerza goes to press Tuesday night, and deadlines for news and photographs are Monday at 5 p.m.

La Fuerza

IN OUR 13th YEAR OF SERVICE TO AUSTIN

LA FUERZA, Thursday, April 11, 1974 Volume 13, Number 5

Adventure Playground Built By Canterbury Center Parents

216

by Dick Shindler

The parents of the Canterbury Day Care Center organized last Saturday to build an adventure playground at 1804 Canterbury Street.

The project was co - ordinated by Ben and Ruby Salazar and Jerry Turner in co - operation with Director Pauline Teague and Parent Committee Chairperson Mary Hernandez.

The function of Canterbury Center is to take charge of three, four and five year old children of working parents who can't afford to hire baby-sitters during working hours. The Model Cities staff cares for the children from 7:30 a.m. to 6 p.m., Monday through Friday free of charge.

The Canterbury Street location was selected for the playground site because it is centrally located in relation to the people it is to serve, and also because of the abundant space for playground structures. Another important benefit derived was that the parents were becoming more involved with the school, thus moving toward more meaningful mutual communication between the two. The parents inadvertently got to know each other better as well.

Through their efforts the children now "have 75% more to play on," according to consultant Ben Salazar, "and it didn't cost anybody anything. Everybody had a part to play and everybody can feel good about it. The ladies brought food and painted, the men did the heavy work."

The playground has swings, a slide, climbers, tunnels, a shaded sandbox and the project is still short of its finishing touches. "They like to imagine things," explains Salazar. "One kid will stand here," gesturing to one of the climbers, "and imagine a boat; another might imagine a house. It can be anything they want and that is good for their minds."

"The most beautiful thing," he adds, "is that the children see their parents working for the school and the kids, and it makes the child proud of them. He can say 'My dad was there and he helped.'"

At this time, Canterbury is one of three Child Incorporated centers, sponsored by Model Cities, that is participating in a special Bilingual Early Childhood Education project under the direction of Dr. Joyce Evans. This year, only four year olds are included in the pilot project. As a result of a very positive response in the children to the bilingual instruction, however, parents are asking that the three and five year olds be included in the program in the very near future.

Unified group action with definite goals brough constructive tangible results in the case of the playground. Perhpas the momentum will carry over in this endeavor as well.

220

READY TO SLIDE- A youngster at Canterbury Day Care